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A National Market Analysis of Doctoral Programs in Communications

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A NATIONAL MARKET ANALYSIS OF DOCTORAL PROGRAMS IN COMMUNICATIONS

by

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An Abstract

of a thesis submitted in partial fulfillment

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ABSTRACT

This study examines the external market factors and considerations associated with program development at the doctoral level in the field of communications. A descriptive analysis of 367 doctoral level programs is presented based on responses to a survey of department/program heads administered in the summer of 1985. Comparative analyses of response data are presented by program category, institutional location, and type of institutional control. Measures of central tendency (mean and median), the limits of response ranges, and frequency distributions are used in the presentation of the survey response data. The survey considered the type of degree, the numbers and load distribution of faculty, the size of student enrollment, the number of degrees awarded, program admission and completion requirements, the academic background of students entering the programs, program costs and the availability of student financial assistance, as well as respondents' perceptions of the supply of qualified applicants for doctoral study in the program area and the distribution of job placements by occupational category and job placement prospects for the next 5 years. The data are presented to support planning efforts and to reduce the financial risk involved with the development and initiation of any new program at the doctoral level. A review of the literature produced no source of comparable data for program planning.

A NATIONAL MARKET ANALYSIS OF DOCTORAL PROGRAMS IN COMMUNICATIONS

A Thesis Presented to the Faculty
of the School of Communications
Ithaca College

In Partial Fulfillment of the
Requirements for the Degree
Master of Science

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by
Larry W. Metzger
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ITHACA COLLEGE

School of Communications

CERTIFICATE OF APPROVAL

MASTER OF SCIENCE THESIS

This is to certify that the thesis of

Larry Wayne Metzger

submitted in partial fulfillment of the requirements for the degree of Master of Science in the School of Communications at Ithaca College has been approved.

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DEDICATION

To Sarah, Thomas and David will all my love.

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Chapter 1

INTRODUCTION

In higher education the term retrenchment is generally used to describe an organizational response to hardship, present or anticipated. Most often associated with decisions forced by financial exigencies, it is frequently equated with failure in the market place. But a period of retrenchment may also be viewed as a time when market forces precipitate program innovation and improvement; changes which reflect increased sensitivity to market demand. The prospect of failure provides the impetus for institutional self-evaluation and strategic planning. For the consumer this is the positive side of retrenchment as institutions are literally forced to review and revise their missions in light of consumer demand.

The prospects for postsecondary education in the eighties and nineties were outlined in 1975 by the Carnegie Foundation for the Advancement of Teaching in the book More Than Survival: Prospects for Higher Education in a Period of Uncertainty. That report looked both at the strengths and the weaknesses which needed to be considered as institutions began planning their transition from the growth years of 1955-1975 to the no-growth or declining years of 1975-1995. The report stressed that institutions must act on their own behalf. No public policy bail out should be considered likely. In any event, a good faith institutional effort would certainly be a prior requirement to any favorable public response.

The Carnegie report sets the context for the coming years as a period of both challenge and opportunity. It states that institutions must be cognizant of the requisite balance which must be maintained between the desire for excellence and the needs for survival; to recognize not only the fiscal realities of the coming years, but that some actions should be taken for future success even if not required for survival.

In their article "Scarce Resources Can Be a Golden Opportunity for Higher Education" (Change, 14(2), March, 1982, 12) George Weathersby, one of Indiana's commissioners of higher education, and Aaron Wildavshy echo the challenge and opportunity theme of the Carnegie report.

> Visibly limited real resources provide each institution . . . with a special opportunity to clarify priorities; simplify missions of programs and institutions; eliminate less productive units; restructure debt; reconsider pricing policies, . . . and review and restructure academic programs to be more efficient or more attractive to students and outside funders; or reconsider admissions policies to focus on high priority missions or programs.

This process of reexamination of an institution's mission in the face of fiscal crisis is one of forced optimization. Although the cutting of weaker program offerings and increased programming constraints would appear the correlate responses to reduced growth and tighter fiscal conditions, as Weathersby and Wildavshy point

out, institutions should also see this as a time for restructuring and the redirecting of resources into the advancement of areas of excellence. It may prove just as desirable to look toward the development of new programs: (a) as new sources of development revenue to relieve fiscal pressures; (b) as the means to enhance the attractiveness of existing programs and thereby achieve better recognition in current markets; and (c) as the means by which to expand into new markets.

To consider self-evaluation as solely a restrictive process is to ignore the benefits that may be realized by giving increased emphasis to areas of strength and allowing them to expand to meet new or increasing demand in the market. The objective is the long term health of the institution through improved economic efficiency, and economic efficiency need not necessarily be coincident with program restriction. In areas of program strength, restructuring for efficiency may mean program development and expansion in the effort to make the department or program more attractive. Program development, however, is not without costs and administrations and boards of trustees may well be as concerned with the short term fiscal risks as with the potential for long term gains; particularly during periods of institutional retrenchment. Thus, during these times, the program planning process must focus to a greater extent on the information necessary to reduce risk.

The process of institutional introspection or self-evaluation discussed by Weathersby and Wildavshy serves to produce among an

institution's various constituencies a common understanding of program strengths and weaknesses. This understanding becomes the common ground for the reconsideration of objectives and the recognition of options and potential courses of action. It is not sufficient to simply identify what the institution does well, but rather to clearly articulate what the institution can and desires to do well in response to perceived and measured needs in the market. Reducing risk is thus the process of matching possible institutional initiatives with measured market demands to determine the courses of action with the greatest likelihood for success.

Market research can assist in this process by identifying and evaluating options in light of market conditions through the measurement of external market factors.

This study examines the current and future status of Ph.D programs in the field of communications in the United States (exclusive of programs specifically related to journalism, theatre arts, and speech-language pathology/speech correction). The intent is to provide current national data on measurable market factors: (a) to support the review and determination of whether or not specific program areas within the field of communications show sufficient promise for growth in demand to warrant development of a new Ph.D. program in communications at Ithaca College; and (b) to provide data on the nature and design of existing programs by field including selected cost factors (faculty load and student aid) to support program development.

Statement of the Problem

Since program development entails risk and since no literature exists which provides necessary data, this study was undertaken to describe:

1. the current range of doctoral program offerings in communications in the United States;
2. the nature of their curricular requirements;
3. the relative geographic distribution of program offerings in each program/concentration area;
4. the typical program size in terms of student enrollment and numbers of faculty;
5. the typical workload distribution of these doctoral faculty;
6. the student demand for access to these programs; and
7. the job opportunities for graduates.

Significance and Scope of the Problem

Although the presentation and analysis of the data focus on development options open to Ithaca College, namely the addition of a Ph.D. program in the School of Communications, the national scope of the study makes the application of descriptive aspects of this study generalizable nationally to any institution or organization concerned with the current status of graduate programs in the field of communications. Tables are designed to provide detail sufficient to support investigation of any number of perspectives and conditions conducive to subsequent ex post facto research.

Since the mid-seventies researchers and educators have predicted a forthcoming period of retrenchment for higher education brought on by the projected decline in the numbers of high school graduates. The problem was to be particularly acute for the traditional 4-year undergraduate institutions for which high school graduates comprise the primary market. In November of 1979 a comprehensive national study, titled High School Graduates: Projections for the Fifty States, was published jointly by the Western Interstate Commission for Higher Education (WICHE), the National Institute of Independent Colleges and Universities (NIICU), and the Teachers Insurance and Annuity Association (TIAA). The results of that study confirmed the fears of many. After years of growth in higher education a period of decline was about to begin. The period of retrenchment in higher education had arrived.

The WICHE/NIICU/TIAA study was based on actual census data of recorded births and on state reports of enrollments in elementary and secondary schools. It took into account high school graduation rates as well as population migration patterns in projecting the numbers of high school graduates state by state and region by region. The study had such impact that it was revised and updated in 1984 by McConnell and Kaufman.

The McConnell and Kaufman projections show less of a decline, but even so, they project the number of high school graduates per year in New York state will decline 35% from 1979 to 1993. Reports published by the New York State Education Department (1985) confirm

the accuracy of these projections and illustrate that the decline is already well underway; actual numbers show 17% fewer high school graduates in 1985 than in 1979. Projections for 1986 indicate an additional drop of 4 percentage points relative to 1979.

Ithaca College, like every college in the Northeast, must confront the realities of the declining numbers of high school graduates. For Ithaca College these projections are of acute concern. Official college reports to the New York State Higher Education Data System (NYSED form 2.8 for Fall 1983 and Fall 1985) show that 54% of the fulltime undergraduate enrollment comes from New York state. Further, college reports to the federal Higher Education General Information Survey (HEGIS form ED2300-2.8 in Fall 1984) and the Integrated Postsecondary Education Data System (form IPEDS-R1 in Fall 1986) show that only 7% of entering fulltime freshmen come from areas other than New England and the Middle Atlantic States. Both WICHE/NIICU/TIAA and McConnell and Kaufman projections show the whole of Ithaca's student market region to be well represented by New York's projected 35% decline by 1993.

In his book Surviving the Eighties, Mayhew (1979) gives numerous examples of successful and unsuccessful institutional strategies to respond to the real and expected shifts in market populations. His examples include actual cases where significant shifts in resources and/or the change of an institution's image were made in error and spelled disaster for an institution. This he contends need not have been the case. The fault was in the

planning or lack thereof. All major program related decisions and shifts in resources require both an internal audit of needs and resources and an external evaluation of market factors. Both must adequately predict success before a course of action should be adopted.

This study focused only on the external evaluation of market factors. A cursory overview of the institution's present resources and strengths have guided the design of the project. For example, it seems only logical to look first to the college's most selective programs and to areas of increasing student interest as potential candidates for curricula development.

At Ithaca College the curricula in communications appear to have these strengths and, according to reports from the College Entrance Examination Board, signs attest to the increasing popularity of this field nationally. "The Freshmen Profile," an annual internal administrative report by the college's Office of Admissions, has shown consistently heavy demand for admission to programs in TV-R, increasingly larger numbers of applications for admission to the program in Cinema and Photography, and substantial gains of over 200% in the past 4 years in applications to the newly revised and renamed program in Corporate Communication. Total applications for admission to communications programs has increased 117% in the last ten years with a 30% increase in the past 3 years alone. Further, the quality of the applicant pool and the selectivity and yield rates for these programs are shown to be

among the best at the college. The school also registered a small Master of Science program in Communications in 1973. That program has experienced progressively accelerated growth since its inception more than doubling its enrollment since 1980.

The Carnegie committee, Mayhew, Weathersby, and Wildavshy appear to agree that expanding program offerings in areas of current institutional strength should better an institution's market position, but such expansion must take into account both the competition from other institutions and projected student demand, as well as other competing institutional interests.

Competition at the undergraduate level has been increasing as other institutions seek to carve out a portion of the communications market for themselves. SUNY Brockport for example is expanding its undergraduate program in Television and Radio Broadcasting. Marist college is expanding its program offerings in its new Lowell Thomas School of Communications. Alfred University registered a new program in Communication Arts in April of 1986. Pennsylvania State University announced the opening of its new School of Communications in June of 1985. According to one respondent, this move is intended to give increased visibility and professional orientation to existing undergraduate programs in Television-Radio, Cinema Studies, Theatre Arts, Photography and Journalism. If successful, each of these program developments will mean increased direct competition with Ithaca College in the regional student market.

The growth in the number of communications programs both in the Northeast region and in the nation appears to be in direct response to increased student interest in the field. Reports published annually by the Admissions Testing Program of the College Board, show significant change in the distribution among fields of interest expressed by the nearly 1 million high school test takers of the Scholastic Aptitude Tests. The percentage of those test takers expressing an interest in the field of communications has increased from 2.9% to 3.7% in the last 7 years. In fact, in the summary statements of its 1984 report on college bound seniors, the College Board isolated just three areas of intended study that could clearly be classified as areas of increasing interest. These were business and commerce, communications, and computer science.

Ithaca College cannot afford to rest on past laurels if it is to preserve its position in the market. It must continue to work to improve the image of its programs and to expand and/or revise its program offerings to meet market demands.

One important correlate to the rapid expansion of undergraduate programs in a particular field is the increased demand for terminally qualified faculty in that field. Reports by Syverson (1984), Syverson and Coyle (1986), and Coyle (1986) show a reversal of the downward trend in postgraduation employment commitments in academe among doctoral recipients in professional fields including communications. This reversal is atypical of all other program categories save engineering. The addition of Ph.D.

programs in communications at Ithaca would not only help address the increasing demand for terminally qualified faculty in the field, but, as will be discussed, may give increased visibility to the college's other undergraduate and graduate programs as well.

R. E. Anderson (1976) conducted an analysis of 28 variables related to institutional attractiveness which was published in Research in Higher Education, and titled "Determinants of Institutional Attractiveness to Bright, Prospective College Students." Using stepwise multiple regression he identified four principle factors critical to raising institutional attractiveness to prospective undergraduate students:

1. low tuition,
2. well credentialled faculty,
3. a research orientation, and
4. fiscal strength.

Anderson's work, though generally consistent with the work of Baird (1967) in which Baird demonstrated that students were attracted by good faculty, high scholastic standards, and special curriculum, also showed the importance of cost, research, and the fiscal image of the institution. Measuring an institution's market image was the subject of work by Litton, Sullivan, and Brodigan (1981) in their book Applying Market Research in College Admissions. Their work extended the research of Litton (1979) in the area of market segmentation. In their work, Litton, Sullivan, and Brodigan identified numerous other factors (e.g., geographic

setting, proximity to home, type of institution and others) and measured their relative importance to students and parents in selecting an institution. Most of their factors, though important for purposes of market segmentation, are fixed image related factors or variables over which, in the main, an institution has little or no immediate control. That type of market segmentation is useful in the design of publications and targeted admissions efforts and for tailoring presentations to particular segments of its market constituents. This study however, focused only on Anderson's (1976) four variables as the framework for institutional development and advancement, primarily because Anderson's variables are based on controllable factors.

In the Ithaca College president's ten-year report, ITHACA 1975-1985, it is clear that, over the past 10 years, Ithaca College has been very successful in improving its position relative to Anderson's factors 1 and 4 above. Studies done annually by the college's Office of Institutional Research have shown that, over that 10-year period, Ithaca's tuition dropped from fifth most expensive on a list of 21 competitive institutions to least expensive. Costs at Ithaca will rise less than 8% for 1986-87 and are projected to be $4,800 per year less than the costs at Boston University which is not only the most expensive on the list but is also a principal competitor in the field of communications. In addition the college has successfully increased its endowment while cutting its debt by more than half over the same ten-years without

deferring maintenance on its physical plant. The college is presently in the 4th year of its 9 year Fund for Ithaca development campaign which is the most ambitious fund raising endeavor ever undertaken by the college. Thus the college is working vigorously to keep its tuition low and to improve its fiscal strength.

Progress has been less pronounced in Anderson's other two areas. According to information provided by the Provost's Office, stricter recruitment and tenure guidelines have helped to increase to approximately 70% the number of faculty with either an earned doctorate or the terminal degree in their field. But there remains room for improvement particularly in terms of the external visibility which generally bespeaks a well credentialled research oriented faculty. From its publications, specifically the president's 10-year report and the Ithaca College Admissions Prospectus (1986), the conclusion can be drawn that Ithaca College prides itself in an image as an undergraduate teaching institution where professors, not graduate students, do the teaching in the undergraduate classroom. Apart from the natural sciences there is little mention of research.

One method of measuring the size of an institution's research effort is to calculate the relative proportions of revenue and expenditures associated with research and federal grants and contracts. Compared to data reported in the Chronicle of Higher Education (1986), Ithaca's revenues from federal grants and contracts and expenditures for research, when calculated as

percentages of educational revenues and expenditures, amounted to less than 1% of the total; well below the averages for both independent general baccalaureate and independent comprehensive institutions alike. Further, the percentage has declined steadily over the last ten years.

Despite its relatively limited emphasis on research, Ithaca College was rated the third best of the 129 comprehensive colleges in the Northeast in a survey of college presidents published in the November 25, 1985 issue of U.S. News and World Report. It is interesting that 8 of the top 10 institutions in the ratings are characterized, according to the Carnegie Council's classification system (1976), by their substantial commitment to graduate level instruction and research. It would appear that Ithaca College has developed a quality image in the general absence of one of Anderson's basic criteria. One can only speculate on the value to be gained in terms of external visibility and quality image from any increased emphasis on research which might be realized from the addition of an academic program with a strong research orientation.

In light of Anderson's four factors the addition of a Ph.D. program in communications may be viewed as one means to attract additional highly credentialled faculty and to provide both the opportunity and context for increased focus, recognition, and support of research in the field. As discussed, simplistic rationales are not sufficient support for decision making. The risk remains that a failed effort would seriously damage both the

image and the fiscal strength of the institution. Numerous questions need first to be addressed.

1. In what specific areas of communications could Ithaca College conceivably offer the Ph.D.?
2. What is the status of both the local and national educational markets relative to each program area?
3. What institutions currently offer these programs at the Ph.D. or other doctoral level?
4. What is the job market for graduates from existing programs?
5. How large a program must it be in order to achieve critical mass initially?
6. Is there an adequate supply of qualified prospective students with interest in the field?
7. What institutional resources will be required?

This study was intended to provide comparative data on existing programs from which answers to these questions may be formulated. Informed perspectives reduce the risk associated with ventures into new educational markets.

Assumptions and Limitations

The Review of Related Literature produced a number of program directories published by professional organizations representing particular aspects of the field of communications, but no comparable study or instrument. Though the instrument is restricted to face validity value, according to Sudman and Bradburn

(1983) instruments designed to measure facts and behaviors rather than attitudes or psychological states have a much higher inherent validity value due to the fact that, in principle, the responses are verifiable by an external observer. The concern for content validity led to the use, where possible, of data formats comparable to those employed in the professional directory listings. Further, versions of the instrument were reviewed by several resident experts in the field in advance of its administration in an effort to correct obvious flaws in the design.

It was assumed that the department chairman or program coordinator was the most appropriate person at each institution to answer the questions posed in the survey. Program heads were assumed to be the experts in describing their doctoral programs, their institutions' policies and procedures, and the current status of their student and job markets. Where possible, respondents were given the option of referencing published materials in an effort to reduce the time and effort in completing the survey form. Wherever respondents provided bulletins and published program materials with their responses, response data were checked for accuracy against the published materials with preference being given to the published source.

It is clear from notes in the margins of some of the response forms that the individual to whom the survey was addressed was not the person who completed the form, but it was assumed that the responses of these designees were authorized or approved by the

responsible program head. Thus in no case was the accuracy of the response questioned unless an inconsistency across survey items was detected. In such cases of potential misinterpretation of a survey item or response, the respondent was telephoned for clarification or correction. The following persons were called for the reasons indicated:

1. Dr. Philip L. Doughty, Graduate Program Chairperson/ Coordinator for Instructional Design Development and Evaluation at Syracuse University, to confirm duplicate survey responses;
2. Dr. Daniel L. Householder, Graduate Program Chairperson/Coordinator for Industrial Education at Texas A & M University, to confirm that no program beyond the master's level met the criteria for inclusion in the survey;
3. Dr. Jim D. Hughey, Graduate Program Chairperson/ Coordinator for Speech Communication at Oklahoma State University, to clarify the number of credit hours required for the degree and the typical number of year to completion of the program;
4. Dr. Jerome P. Lysaught, Graduate Program Chairperson/ Coordinator for Graduate School of Education and Human Development at the University of Rochester, to clarify that no applicable programs were offered by the University of Rochester; and

5. Dr. Paul W. Welliver, Graduate Program Chairperson/ Coordinator for Instructional Systems Program at the Pennsylvania State University, to clarify program organization and indentify appropriate respondent.

In order to standardize responses to a common year of reference, respondents were requested to assume 1984-85 as their base year for reporting unless otherwise specified.

As indicated in the Introduction, it was understood that many levels of information must be obtained in order to determine the feasibility of any new program and plan for its implementation. This study was directed only toward the external market factors important in determining whether there is a market for a particular program, the other institutions which are in that market, and the nature and scope of those programs with which Ithaca College would we be in direct competition. No effort was made or intended to measure the ability or willingness of Ithaca College to pursue any particular course of action, and no measure has been made of the internal commitment of resources required to implement such a program. As indicated in the statement of purpose above, the descriptive data presented herein are intended to provide information in support of the review and decision making process, not to initiate, define or preclude such processes.

Program/concentration area definitions appear to present a problem which is beyond the scope of this study. An apparent overlap in program/concentration titles is a complicating factor in

the interpretation of these research findings. Further, the exclusion of programs specific to the fields of drama and the theatre arts, journalism, speech correction, speech disorders and special education must also be viewed as a limiting factor. For example, programs in advertising and public communications and in public relations may well be found in conjunction with journalism programs. Again, the reader should keep in mind the restricted scope of the survey when interpreting these data.

Two respondents indicated they had problems with overlapping category definitions. In each case the problems involved confusion between mass communications and mass media. Both respondents were explicit in their response, and both selected mass communications as the most appropriate category for their response. As the Review of Related Literature produced no standard taxonomy of programs in the field of communications, such definitional problems were anticipated. To limit confusion, category titles were taken from current publications and data, where available, from these publications were included on the corresponding lines of the survey form sent to the prospective respondent. Even with these precautions, however, the problems of overlapping definitions were found to persist.

Another factor complicating the interpretation of survey responses is tied to the continuing debate surrounding the federal program classification system which was revised about 5 years ago. The older federal HEGIS classification of communications programs

was unduly narrow and the subject of strong debate among those in professional organizations in communications. Strict adherence to the classification system definitions precludes more than half the programs in this survey from classification in Communications (HEGIS code series 0600). For example, under the federal system cinema criticism and film studies are classified as Fine and Applied Arts (HEGIS code series 1000); intercultural communications, interpersonal communications, public address, rhetorical communication, most programs in speech communication education and many in mass communications are classified along with English, foreign languages and philosophy as Letters (HEGIS code series 1500); communication in instruction and the list of education related programs discussed earlier would be considered programs in Education (HEGIS code series 0800); while organizational behavior/psychology would be classified under Business and Management (0500) and organizational communications could be equally classified under Letters or Business and Management as under Communications.

A letter from Robert N. Hall, Executive Secretary of the Association for Communication Administration, dated August 22, 1985 articulates the continuing efforts, debates, and frustrations among communications organizations to gain broader recognition and acceptance for the revised classification system. He writes:

> The HEGIS code was replaced several years ago. The communication profession was one of the groups that strongly

urged it to be replaced and which assisted in the preparation of the new code in which communication is listed and broken down. To ask people to deal with HEGIS, from our point of view, defeats the time and effort we went through to get a change into the system and, of course, perpetuates the use of communication only in the larger context of journalism--the meaning of communication to HEGIS.

The problem it would appear is that not all states have adopted the changes instituted at the federal level. New York State, for example, acts as an intermediary in the federal reporting process between New York institutions and NCES. New York has refused to adopt the new classification system. Because of this position by the state, no change is reflected in the federal reports routinely completed by New York institutions and processed via through the New York State Education Department.

This discussion is important to the interpretation of the responses presented in Table 19 because the data are based on perceptions of the respondents not empirical reports. The existence of this identity crisis raises questions about the validity of the responses, at least in the restrictive sense of the HEGIS Communications classification category and its prevalence among the responses. For a more detailed description of the HEGIS program classification taxonomy see Definition of Terms, page 22.

In light of this debate and the changes which have transpired at the federal level in the classification of programs related to

the field of communications, a broader interpretation of the communications response category should be employed when interpreting survey responses. In other words, the response data must be qualified as representative only of the perceptions of the respondents whose understanding of program classifications may not necessarily be consistent with the definitions implied by the use of the response taxonomy identified in the survey instrument.

Finally, beyond superficial qualitative evaluations of the general student market no effort is made to determine why prospective students might choose a program at Ithaca College in preference to the competition. Further, questions regarding overall budget, facilities and start-up costs are not addressed in this study. Certain selected cost factors such as the size and workload of the faculty and numbers of students and levels of financial aid are addressed, but the broader questions related to costs and facilities were felt to be beyond the scope of this study. These questions like the others above must be left to other studies and may best be done once the field of possible program options is narrowed. It is the restricted purpose of this study to help narrow those options.

Definitions of Terms

For the purpose of this study references to programs in communications include all major subject areas which focus on the study of the processes, media, systems, and techniques of message design, transmission, and exchange with the specific exclusion of

programs in the fields of: drama and the theatre arts, journalism, speech correction, speech disorders, and special education. A list of 22 program/concentration areas exemplifying the intended scope of the survey was developed in consultation with Dr. Thomas Bohn, Dean of the School of Communications at Ithaca College, and Dr. Stephen Hines, the thesis advisor. These 22 program/concentration areas were incorporated into the survey design as separate response categories, see Appendix A. Space was also allotted for the addition of other program/concentration categories considered relevant by the respondents. These additional areas have been given separate treatment in the analyses.

The term doctoral program/concentration area is a descriptive reference to a primary focus of a distinct program or program concentration which may not necessarily be consistent with the program's title. This study will in most cases use the terms doctoral program and program/concentration area interchangeably.

A national trend toward growth in a particular program area with good job placement rates in related program fields is viewed as evidence of a growing program area. Program categories not offered in the local market area signify areas with the strongest likelihood for approval by the State Education Department, and when need can be adequately demonstrated, indicate probable areas for program development.

Where there appears a significantly large potential for growth nationally, however, the simple presence of a comparable program

locally would not necessarily preclude that program area from consideration, particularly when there is a relative absence of similar programs in the surrounding regional market area.

GRE and MAT refer to two standardized graduate entrance examinations commonly included among the criteria for admission to graduate study. GRE is an acronym for the Graduate Record Examination and MAT the acronym for the Miller Analogies Test.

HEGIS is an acronym for the Higher Education General Information Survey which is a system of coordinated federal reporting requirements administered annually under the supervision of the National Center for Education Statistics (NCES). This study uses the HEGIS undergraduate program taxonomy as a coding mechanism for respondents to indicate the undergraduate academic backgrounds of their doctoral students. As previously mentioned, this coding taxonomy, which divides all undergraduate disciplines into 24 summary categories, has been recently revised by the federal government but the revisions have not been uniformly adopted by the states. The system employed for the purpose of this survey represents a prerevised version of the taxonomy, which is the system still recognized and employed by the state of New York.

Under this system each distinct program category is represented by a numeric code of four integers which may be followed by two decimal places. The first two integers represent 1 of 24 summary categories; the second two integers--up to 99 program divisions within each summary category; and the two decimal places--though

capable of representing up to 99 subdivisions within each division, are seldom used other than to distinguish teacher education programs within discipline categories. For this survey, only the 24 summary categories, represented by the first two of the four integers, were of concern. For example, the category 0600.00 Communications encompasses: 0601.00 Communications, General; 0602.00 Journalism (printed media); 0603.00 Radio/Television; 0604.00 Advertising; 0605.00 Communications Media (videotape, film for radio/TV); and 0699.00 Other Communications. A further explanation of the issues and debate surrounding this taxonomy may be found in the preceding discussion of assumptions and limitations and in the analysis of Table 19.

Chapter 2

REVIEW OF RELATED LITERATURE

The Review of Related Literature produced neither a comparable study nor a source for consistent and current data by which to compare and contrast doctoral level programs in communications.

Four principal sources of comparative data for graduate level programs were identified and used to determine the range of programs being offered in the field and the institutions which were offering them. These were four graduate program directories. The Directory of Graduate Programs in the Communication Arts and Sciences, 1981-82 edited by Robert N. Hall and published by The Speech Communication Association proved a primary resource but, as evident from the date, the data were not current. The Journalism Directory published by the Association for Education in Journalism and Mass Communication, and the ASTD Directory of Academic Programs, 1983-84, published by the American Society for Training and Development, provided information on additional programs within the scope of this project. The fourth resource, Peterson's Guide to Graduate and Professional Programs, 1985 provided the most current information but the least relevant and consistent detail about the programs.

A study by Edwards and Barker (1983), titled "Evaluative Perceptions of Doctoral Programs in Communication, 1982" and published in the ACA Bulletin, also was used as a source of additional information on institutions offering programs in several of the communications program/concentration areas.

Taugher and Taugher (1981) conducted a study of general geographic and demographic descriptors of 29 programs in organizational communication which included information on: (a) length of program operation, (b) number of full-time faculty, (c) unique program qualities, (d) characteristics of the students sought for the program, (e) how programs could be improved, (f) additional comments on the program, and (g) and addresses for finding additional information on the program. Only 18 of the 29 programs surveyed participated in their study. The survey was intended as a guide to help potential graduate students and the analysis was limited to replication and presentation of the survey responses.

In addition to providing additional information about programs offering the doctorate in one of the areas of concern to this study, the work by Taugher and Taugher provided insights to the people and issues associated with graduate programs in the field of communications. This information helped in the design of the survey instrument. Question formats were reviewed in light of the responses to the Taugher and Taugher study and questions on program qualities added as a result. Thus the Taugher and Taugher study assisted in tailoring this study to the response population, an important aspect of survey design addressed by Bachrack and Scoble (1967) and supported by Berdie and Stanley.

No one document contained information on all programs and all institutions in the detail represented in the survey. Data

definitions and dates of information provided in each publication varied sufficiently to prohibit cross directory data comparisons. These directories were therefore used principally as resources for creating the master mailing list and for determining the scope and format of the data to be collected via the survey instrument.

A report by Syverson and Coyle (1984) for the Office of Scientific and Engineering Personnel of the National Research Council investigated the sources of 1984 doctorate recipients by type of institution but no work was found in the literature which investigated the relationship between undergraduate preparation and the doctoral field of study. This study seeks to determine that relationship for doctoral level students in communications.

A key factor in the decision to mount a doctoral program is the prospects for graduates of the programs. According to the regulations of the Commissioner of Education of the State of New York (memorandum from T.E. Hollander to Chief Executive Officers of Postsecondary Institutions in New York State, No. 3, January 15, 1976), in order for an institution to receive approval to register a new program of study, particularly at the graduate level, the institution must clearly demonstrate the need for such a program. If it seeks to extend its program offerings to new degree levels (e.g., a first doctorate level program), under the statutory authority of Section 216 of the Education Law, an amendment to the institution's charter is required. Further, the Title 8 New York

Codes, Rules and Regulations of the Commissioner of Education stipulate that all new academic programs leading to the doctorate must be approved by the State Education Department as an amendment to an institution's master plan and an extension to its mission. The importance of need as a key variable in this approval process cannot be understated.

One component of that need is the job prospects for the graduates. The annual reports by the Office of Scientific and Engineering Personnel of the National Research Council (1978 through 1984) have shown a steady decline in the job market for graduate programs. The report in 1982 notes that over the past 20-years the job market for doctoral recipients has been characterized by a "general rise in academic employment opportunities through the 1960's and subsequent decline from the mid-1970's to the present time" (p. 25). The study also states that:

> data for social science doctorates [which include communications] reflect a slightly different pattern than for other science fields, with the smallest percentage of individuals [1980 doctorate recipients] with definite study plans still on postdoctorals in 1981 and a considerably higher percentage of the same group with employment in business and industry. (p. 24)

Although the study does acknowledge significant variations in the prospects for employment and/or postdoctoral study among the major program categories, the breadth of the discipline categorizations

precludes more specific observations and conclusions with respect to programs in communications.

In an effort to obtain more accurate and specific information for the field of speech communication, Bradley and Barker (1978), conducted their own re-analysis. Their findings were somewhat more optimistic than those of the federal study. Bradley and Barker found an increasing number of job listings in the field while the number of Ph.D.'s being awarded was declining which led them to conclude that "the job situation in our discipline is much more optimistic than most" (p. 60). No other independent studies of job prospects for graduates of specific doctoral program fields like Bradley and Barker's study, were found for other discipline areas in communications.

The reports by the National Research Council for 1978 through 1982 show a steady decline in the number of doctoral degrees granted in the field of communications: 270 in 1978; 267 in 1979; 252 in 1980; 221 in 1981; 249 in 1982; 252 in 1983; and 255 in 1984. These data are consistent with Bradley and Barker's finding that the number of doctorates being granted has declined, but their research regarding the increase in the number of job listings in the field is somewhat suspect in that it only measured the change in the number of advertisements in a single journal. They did not determine whether or not the job advertisement efforts by employers may have changed. An argument could easily be made to suggest that the increases were predicated by federal pressures to expand job

searches in compliance with the application and enforcement of tougher Equal Opportunity and Affirmative Action Standards in Education. It would seem a better measure to determine the amount of change in the job placement rates of these doctoral programs.

In this study, the status of the job market for each of the program/concentration areas is evaluated by the program heads. In light of the small amount and limited nature of research literature, this study attempted to address the shortcomings of existing research by surveying, as well as could be established, the program heads of the entire population of communications program/concentration areas as defined.

Chapter 3

METHODOLOGY

Based on interviews with Dr. Thomas Bohn, Dean of the School of Communications at Ithaca College, Dr. Palmer Dyer, Chairman of the Graduate Program in Communications at Ithaca College, and Dr. Stephen Hines, the thesis advisor, a comprehensive and inclusive range of program areas was developed within which Ithaca College could possibly develop a Ph.D. program over the next several years. This list extended to the limits of probability yet remained related to the existing program mix within the School of Communications and the closely aligned Department of Speech Communication.

In that the Review of Related Literature produced no instrument or comparable study of basic descriptive characteristics for the range of program areas to be considered, and, since the descriptive information provided by the professional directories was neither consistent in time nor in categories and definitions of data presented, a survey instrument was constructed to solicit the necessary information.

According to Berdie and Anderson (1974) an important aspect of survey design is the adoption of a format that will appear familiar to the respondent. For this reason the formats of the basic descriptive questions were adopted from the various directories. Data requests were restricted to questions relevant to determining the status of the national, regional and local

markets. As the program heads were considered to be the experts in dealing with the current markets for Ph.D. students and job placements for graduates, the survey also included requests for qualitative observations of student and job markets in the field of communications.

The format of the survey instrument was reviewed and found to be consistent with the checklist of format considerations published by Berdie and Anderson (1974) which is essentially supported by Sudman and Bradburn (1983). One exception to these guidelines is that the survey items were not numbered.

The survey population was determined based on (a) a review of three current program directories published by professional associations in communications (for a list see the Review of Related Literature, page 26), (b) lists of programs and institutions obtained from other surveys of doctoral level communications programs, and (c) a review of information listed in Peterson's guide to graduate programs (1985). Decisions as to whether a particular program area was to be included or excluded were based on the title and descriptions of the program available from these sources. Where uncertainty arose, the dean and/or the faculty advisor were consulted. The objective was to identify a comprehensive list of institutions offering programs in the field. Error was intended in the direction of inclusion rather than exclusion.

This process yielded a mailing list which included the names of 108 heads of likely relevant communications programs at a total of

65 institutions across the United States. Surveys were sent to all 108. Four of these turned out to be duplicative, thereby reducing the actual survey population to 104.

Administration of the survey instrument included three mailings (i.e., the original mailing and two follow-up mailings) all of which were sent first class. Each mailing included a cover letter, a complete copy of the survey instrument, and a self addressed stamped return envelope. To encourage and facilitate participation in the survey, the instrument design was based on a variation of an aided recall design (see Sudman & Bradburn, 1983, pp. 36-39). Each instrument was partially completed in advance of the mailing using data obtained from the reference sources originally used in identifying the program as one for inclusion in the survey. The inclusion of this data was explained in the survey instructions and respondents were asked to review it, make appropriate corrections, and then complete all other unanswered sections of the survey. The nature and amount of data entered in advance on the form depended on the data available from the reference sources. Respondents were also offered a summary of the survey findings in return for their participation. Forty-six respondents requested copies.

The first mailing was sent out on May 28, 1985 addressed to the individual mentioned as head of the program in the most current of the professional directories or reference sources. This mailing was intended to reach the respondents before they left for the summer but after the majority of the end-of-spring-semester workload had

abated. Of the 104 potential respondents surveyed 27 (26%) responded to the first mailing.

The second mailing (i.e., first follow-up) was sent out on June 28, 1987 precisely 1 month after the first mailing. The contents of the packet were identical to the first mailing with the exception that the survey and cover letter were addressed to the current "Graduate Program Chairperson/Coordinator" of the designated program(s). This was done in recognition of the fact that program heads change somewhat frequently and in such cases this type of mail may not be forwarded to the new program head. The person to whom the original mailing had been sent and the date of that mailing were mentioned in the first paragraph of the cover letter. This second mailing yielded 36 responses raising the total number of responses to 63 and increasing th overall response rate to 61%.

The third mailing (i.e., second follow-up) was sent out on August 5, 1987. It was addressed in the same manner as the second mailing. The cover letter included references to both earlier mailings. The response to this final mailing raised the response rate another 22 percentage points to an overall final response of 86 (83%) from the original 104 program heads surveyed.

Specific survey items were developed to collect data on the following topics:

1. the size of the program in numbers of students and faculty with full-time to part-time distributions for each;

2. the cost of tuition and fees and the availability of financial aid;
3. the criteria for admission to the program and conditions for continued enrollment;
4. the range of programs subsumed under a particular department or program (e.g., some departments offer only one program at the doctoral level while others offer as many as 13 separate doctoral degree programs ranging from cinema criticism to human resources education/management to rhetorical communication);
5. the relative size and emphasis of each program;
6. the general list of program completion requirements to compare relative rigor and normal length of study;
7. information regarding the primary sources of students by field of undergraduate study using standard coding taxonomies used nationally in reporting to the federal government via the Higher Education General Information Survey (HEGIS);
8. where their graduates are being placed in jobs (based on categories of occupations taken from the federal dictionary of job titles and occupation codes) and the percentage of their graduates entering jobs in each of the categories;
9. surpluses and shortages of graduates in each program area as perceived by the respondent;

10. program areas in the field of communications which the respondents perceive as most likely to show significant growth and areas most likely to show decline over the next several years.

Survey respondents were also asked to indicate what they believed to be the strengths and weaknesses of their own programs and where they perceived changes were likely to occur in their programs and organization over the next 3 years. They were asked to identify any new programs being developed as well as any scheduled for termination.

The context of the cover letter presented the survey as a fact finding effort which should be useful to many programs in this rapidly developing field (see Appendix B). Respondents were offered a copy of the summary tables in return for their participation. Anonymity and confidentiality were not guaranteed as this is meant to be an openly descriptive and comparative study of the individual characteristics of specific programs in the field.

The final number of respondents heading programs valid for consideration in the context of this survey was further reduced from 104 to 88. Sixteen of the 104 unit heads surveyed were determined to be heads of programs which were not within the bounds of the definition for the survey population.

Fifteen of these rejections were based on responses to the first survey item which requested that the respondent indicate if it was inappropriate to include their department's program(s) in the

study. Eleven indicated that the focus of their programs was not in the area of communications; 8 of these represented programs in human resources education/management which was a category considered to be on the fringe of the communication categories defined for the survey. (Note: 5 other heads of human resources education/management programs in the response population considered it appropriate to characterize their program as a doctoral program in the field of communications.) Three respondents reported that their program(s) did not lead to a doctorate. One respondent stated that the doctoral programs of concern in the survey were presently suspended due to financial exigencies at the institution.

The 16th deletion was based on a review of the program's description in the institution's graduate catalog in which it was stated that the master's was the highest degree level offered in the program.

Thus the survey population was reduced to 88 heads of doctoral level programs in the field of communications, exclusive of theatre arts, journalism, speech correction, speech disorders, and special education. Responses were received from 71 (81%) of the 88 in the survey population. Some data from the limited information available from published sources was added for the programs represented by the 17 nonrespondents as available.

In total the response data represent information for 367 programs or program concentration areas in 88 departments or academic units at 57 institutions across the United States. A

complete listing of the institutions, departments and programs included in this survey is provided in Appendix C.

All responses to the survey items were coded for computer analysis. The analysis was performed using the Statistical Package for the Social Sciences (SPSS), version X, on a Sperry 1100/71 computer. Responses were checked against published materials (brochures, catalogues, and directories) to determine accuracy and consistency. As described above, inconsistencies in the data were addressed using follow-up telephone calls to the respective respondents. These follow-ups were carried out in August and September during the process of coding the responses and also after preliminary frequencies and crosstabulation runs had been completed.

The data were analyzed using standard SPSS frequencies and crosstabulation procedures. Interval and ratio level data were submitted to calculations of minimum, maximum, mean, and median scores.

Where multiple programs were reported within a single department, a separate coding treatment was accorded each program. It was necessary in this case for the survey design to permit appropriate discrimination between the faculty and students associated with each program and this was done.

Coding for each respondent was split into two record sets. The first record set produced file A which contained coded information particular to the institution and department unit. The second record set produced file B which contained a separate record

description of each program area offered within that unit as specified on the survey. For example, assume academic unit X reportedly offers programs in seven of the communications areas surveyed. Information describing unit X was coded as a single record in one file--File A. Descriptions of each program were coded as seven separate records in another file--File B. File A was used independently to describe the survey population and the national distribution of units offering programs in communications and for analyzing respondents' perspectives on future areas of growth and decline in the field. File A was then merged with File B using the file merge procedure in SPSS-X. In this procedure File A was declared a table look-up file for the purpose of making unit information available for analysis at the individual program level.

The following analysis uses program groupings based on program type as well as by geographical market region (local, regional, and national), and type of institutional control (public and private).

The survey solicited basic demographic information about the institution, the department and the program or concentration areas offered. Twenty-two program areas or concentrations in the field of communications were enumerated on the survey form. Space was given on the form for respondents to provide response information for additional program areas which the respondent considered relevant. As a result, 13 additional program areas were added bringing to 35 the total number of program areas identified and reported in this survey analysis. Admittedly the last 13 categories, as additions by

the respondents, were not specifically presented as response categories to each respondent. The reader is thus cautioned in the treatment of these cases when formulating interpretations of the data. Because the response frequencies are necessarily small for these additional 13 categories, in many of the following tables these latter 13 program categories have been collapsed into a single "All Other" category.

The local population was defined as those institutions located in New York State within the region bounded by an approximate 150 mile radius of Ithaca and including Buffalo, Rochester, Syracuse, and Albany metropolitan areas. The regional population is defined as including all similar programs not in the local region but located at institutions in Connecticut, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, and Vermont. The national population refers to all programs in the United States not defined by either the local or regional definitions outlined above.

Response data are presented in summary tabular form by program category for ease of comparison. A summary narrative presents the highlights of these tables outlining the areas of stability, growth and decline and identifying logical areas of over and undersupply in the market.

Chapter 4

ANALYSIS

Survey Population--General Descriptors

Of the 57 institutions in the response population 15 (26%) are private institutions. The distribution of respondents is identical to that of the institutions in terms of public versus private control, even though there are multiple respondents from many institutions. A total of 23 (26%) of the 88 persons surveyed were heads of programs at private institutions.

The distribution of institutions and respondents by market region was equally matched. The local market region consisted of 3 institutions and 5 program heads representing between 5% and 6% of the respective survey population. The regional market included 8 institutions and 12 program heads equalling 14% of the population. The remaining national market area included the 46 institutions and 71 program heads representing 81% of the population.

The list of program/concentration areas and the numeric frequencies of each area within the three defined market regions is presented in Table 1. Communications theory is the most common program/concentration area with a total of 42 identified (2 in the local market area, 5 in the regional market, and 35 in the remaining national market). Interpersonal communications and organizational communications ranked second and third with 37 and 34 programs reported respectively. Only 1 program in interpersonal

Table 1

List of Program/Concentration Areas Surveyed and Their Distribution by Geographic Market Area

Program/Concentration Area	Local Market n	Regional Market n	National Market n	Total N
Categories listed on the survey:				
Advertising	0	0	4	4
Cinema criticism	0	1	7	8
Communications research	2	2	13	17
Communications theory	2	5	35	42
Communication in instruction	1	1	7	9
Educational comm. & technologies	3	4	8	15
Educational training administration	0	1	3	4
Human resources education/management	1	0	7	8
Instructional systems & technologies	1	2	10	13
Intercultural communications	1	3	16	20
Interpersonal communications	1	4	32	37
Mass communications	2	3	16	21
Mass media	0	2	6	8
Media administration	1	0	0	1
Organizational behavior/psychology	0	0	2	2
Organizational communications	1	3	30	34
Public address	0	1	28	29
Public communications	0	0	3	3
Public relations	1	0	3	4
Radio/TV/film	0	2	17	19
Rhetorical communication	2	4	29	35
Speech communication education	0	1	14	15
Subtotals	(19)	(39)	(290)	(348)
Categories added by respondents:				
Linguistics	0	0	1	1
Telecommunications	0	0	3	3
Film studies--history & theory	0	1	1	2
Speech Science	0	1	0	1
Oral interpretation	0	0	4	4
Information systems	0	0	1	1
Technical communication	1	0	0	1
Broadcasting studies	0	0	1	1
Political communications	0	0	1	1
Rhetorical criticism	0	1	0	1
Small group communications	0	1	0	1
New technologies	0	0	1	1
Philosophy of communication	0	0	1	1
Subtotals	(1)	(4)	(14)	(19)
Grand Totals	20	43	304	367

communications and 1 in organizational communications were reported in the local market area with an additional 4 and 3 programs reported respectively in the surrounding regional market.

The least common programs among the solicited categories were media administration (1), organizational behavior/psychology (2), public communications (3), and advertising, educational training administration, and public relations each with a total of four programs reported.

Keeping in mind the definitional problems mentioned earlier, it is interesting to note the absence or relative underrepresentation of several programs in the local and regional market areas. For example, there is no program in advertising reported in either the local or the regional market areas. The same is true of public communications and of organizational behavior/psychology. It may well be that advertising and organizational behavior/psychology represent programs more commonly associated respectively with programs in journalism and business which were program areas specifically excluded from this study. It is here assumed, however, that the programs which were reported in these categories represent programs with a particular relationship to the field of communications which sets them apart from other programs of the same name.

The local market also showed no programs in cinema criticism, educational training administration, mass media, public address, radio/TV/film, and speech communications education.

The regional market population showed no program in human resources education/management. Here some respondents did indicate that their institution offered a similar program in another department (e.g., Education), but that the program could not be considered a communications program in the sense defined for this survey. Additionally no program in public relations was reported by respondents from the regional area.

Table 2 presents the distributions by type of institutional control. This variable is significant in program planning both as an indicator of program price and institutional preferences among prospective students. The demographics at the undergraduate level are presently showing a slow but steady shift in student interest in favor of private higher education. Should this shift carry over as even a small shift nationally at the graduate level, it could have significant implications for graduate programs in New York State where the concentration of private institutions and programs is relatively high.

This shift, at the undergraduate level, is evident in New York State. According to data published by the New York State Education Department's Office of Postsecondary Education Policy Analysis (February 1986), the share of full-time first-time undergraduates enrolling in the state's public 4-year institutions declined from 46% to 43% between Fall 1980 and Fall 1985 with a corresponding increase in the independent sector from 53% to 57%. Whether or not this shift will manifest itself at the graduate level is a matter of

Table 2

Distribution of Programs by Type of Institutional Control

	Institutional Control			
	Public		Private	
Program/Concentration Area	n	%	n	%
Advertising	4	100%	0	0%
Cinema criticism	7	88%	1	12%
Communications research	13	76%	4	24%
Communications theory	31	74%	11	26%
Communication in instruction	7	78%	2	22%
Educational comm. & technologies	7	47%	8	53%
Educational training administration	2	50%	2	50%
Human resources education/management	6	75%	2	25%
Instructional systems & technologies	8	62%	5	38%
Intercultural communications	18	90%	2	10%
Interpersonal communications	32	86%	5	14%
Mass communications	17	81%	4	19%
Mass media	6	75%	2	25%
Media administration	0	0%	1	100%
Organizational behavior/psychology	1	50%	1	50%
Organizational communications	29	85%	5	15%
Public address	25	86%	4	14%
Public communications	3	100%	0	0%
Public relations	3	75%	1	25%
Radio/TV/film	17	90%	2	10%
Rhetorical communication	29	83%	6	17%
Speech communication education	15	100%	0	0%
Linguistics	0	0%	1	100%
Telecommunications	3	100%	0	0%
Film studies--history & theory	1	50%	1	50%
Speech science	1	100%	0	0%
Oral interpretation	4	100%	0	0%
Information systems	1	100%	0	0%
Technical communication	0	0%	1	100%
Broadcasting studies	1	100%	0	0%
Political communications	1	100%	0	0%
Rhetorical criticism	0	0%	1	100%
Small group communications	0	0%	1	100%
New technologies	1	100%	0	0%
Philosophy of communication	1	100%	0	0%
Grand Totals	294	80%	73	20%

conjecture. The shift is certainly not as yet apparent given that the enrollment distribution of full-time graduate students has changed less than one percentage point since 1980 and that change has been in favor of the public institutions. But since opportunities are disproportionately available across sectors nationally (public versus private), even slight shifts in interest will appear as a significant change in the demand, particularly for the smaller private sector.

Within the local market region, program distribution by type of institutional control closely parallels the distribution of graduate level enrollment in New York State as published in the report by the New York State Education Department mentioned above. Sixty-five percent of the program offerings in the local market region are offered by private (independent) institutions.

Table 3 presents the distribution of programs offered by type of academic calendar. No institution reported an academic calendar format different from the three presented in the table, though the survey included a response option for the 4-1-4 format and an "other" category in which to specify any other format. Table 3 shows the semester format is common to 70% of the programs. As will be discussed later, when considering the credit hour requirements for a degree program, it is important to know the format of the academic calendar.

Table 3

Distributions of Programs by Type of Academic Calendar

Program/Concentration Area	Academic Calendar		
	Semester	Quarter	Trimester
	n	n	n
Advertising	2	2	0
Cinema criticism	6	2	0
Communications research	13	3	1
Communications theory	27	13	2
Communication in instruction	6	2	1
Educational comm. & technologies	12	2	1
Educational training administration	3	0	1
Human resources education/management	5	3	0
Instructional systems & technologies	9	3	1
Intercultural communications	13	6	1
Interpersonal communications	25	11	1
Mass communications	16	4	1
Mass media	5	3	0
Media administration	1	0	0
Organizational behavior/psychology	1	1	0
Organizational communications	24	10	0
Public address	19	10	0
Public communications	3	0	0
Public relations	4	0	0
Radio/TV/film	12	7	0
Rhetorical communication	25	10	0
Speech communication education	8	7	0
Linguistics	1	0	0
Telecommunications	2	1	0
Film studies--history & theory	2	0	0
Speech science	1	0	0
Oral interpretation	4	0	0
Information systems	0	1	0
Technical communication	1	0	0
Broadcasting studies	1	0	0
Political communications	1	0	0
Rhetorical criticism	1	0	0
Small group communications	1	0	0
New technologies	1	0	0
Philosophy of communication	1	0	0
Grand Totals	256	101	10

Admissions Criteria

Admissions requirements as presented in Tables 4, 5, and 6 were found to be remarkably uniform. The bachelor's degree (Table 5), the undergraduate GPA (Table 4), and recommendations (Table 6) were required essentially by all programs. Eighty-four percent of the programs required applicants to submit GRE scores (Table 4) with an additional 5% requiring that either the GRE or MAT exam scores be submitted. Only 5 1/2% required the MAT scores exclusive of the GREs. Undergraduate class standing was listed as a criterium for 77% of the programs.

Other admissions criteria were used reportedly by less than half the programs in the survey. The most frequent of these was the statement of goals used by 43% of the programs (Table 6). Thirty-five percent of the programs required completion of a master's degree for admission to the program, 16% required related experience in the field, and 4% required that the prior degree be field specific (Table 5). Less than 10% reported having any other additional criteria for admission (Table 6). These "other" criteria mentioned by respondents included: a writing sample; examples of prior research; an interview; as well as comments that applicants must be in good academic standing, that the GRE and/or MAT scores would be considered but were not required, that applicants must submit a written request for admission directly to the department, and that admission of foreign students was contingent upon their TOEFL scores.

Table 4

Admissions Criteria—Percentage of Programs That Include as Part of the Evaluation Criteria: Graduate Entrance Examination Test Scores, and Applicant's Prior Academic Record

	Test Scores			Academic Record	
Program/Concentration Area	GRE	MAT	GRE or MAT	GPA	Class Standing
Advertising	75%	0%	0%	100%	75%
Cinema criticism	88%	0%	0%	100%	75%
Communications research	100%	6%	0%	100%	82%
Communications theory	88%	2%	2%	98%	83%
Communication in instruction	67%	11%	11%	100%	78%
Educational comm. & technologies	47%	20%	27%	100%	20%
Educational training administration	67%	67%	0%	100%	0%
Human resources education/management	63%	25%	25%	100%	50%
Instructional systems & technologies	75%	17%	0%	92%	8%
Intercultural communications	85%	5%	5%	95%	90%
Interpersonal communications	89%	3%	3%	95%	84%
Mass communications	90%	14%	5%	100%	90%
Mass media	88%	0%	0%	100%	88%
Media administration	100%	0%	0%	100%	100%
Organizational behavior/psychology	50%	0%	50%	100%	50%
Organizational communications	85%	3%	6%	94%	82%
Public address	90%	0%	0%	97%	86%
Public communications	100%	0%	33%	100%	100%
Public relations	100%	0%	0%	100%	100%
Radio/TV/film	95%	0%	0%	100%	90%
Rhetorical communication	91%	3%	3%	97%	83%
Speech communication education	80%	0%	7%	93%	80%
Linguistics	0%	0%	0%	100%	100%
Telecommunications	100%	33%	0%	100%	100%
Film studies—history & theory	50%	0%	0%	100%	50%
Speech science	100%	0%	0%	100%	100%
Oral interpretation	50%	0%	0%	100%	100%
Information systems	0%	0%	0%	0%	0%
Technical communication	100%	0%	0%	100%	100%
Broadcasting studies	100%	0%	0%	100%	0%
Political communications	100%	0%	100%	100%	100%
Rhetorical criticism	100%	0%	0%	100%	0%
Small group communications	100%	0%	0%	100%	0%
New technologies	100%	0%	0%	100%	100%
Philosophy of communication	0%	0%	0%	100%	100%
Grand Totals	84%	6%	5%	97%	77%

Note. Columns represent multiple response categories.

Table 5

Admissions Criteria—Percentage of Programs Requiring: Related Experience; Bachelor's; Master's; and Field Specific Degree

Program/Concentration Area	Related Experience	Degree Requirement: Bach.	Mast.	Field Specific
Advertising	25%	100%	0%	0%
Cinema criticism	0%	100%	50%	12%
Communications research	12%	100%	35%	6%
Communications theory	17%	98%	38%	5%
Communication in instruction	22%	89%	11%	0%
Educational comm. & technologies	33%	67%	33%	7%
Educational training administration	67%	0%	100%	0%
Human resources education/management	25%	62%	25%	12%
Instructional systems & technologies	42%	50%	25%	0%
Intercultural communications	20%	100%	35%	0%
Interpersonal communications	14%	97%	27%	0%
Mass communications	14%	100%	43%	5%
Mass media	38%	100%	50%	12%
Media administration	0%	100%	0%	0%
Organizational behavior/psychology	0%	100%	0%	0%
Organizational communications	18%	94%	35%	6%
Public address	10%	100%	34%	3%
Public communications	0%	100%	33%	33%
Public relations	0%	100%	50%	25%
Radio/TV/film	16%	100%	47%	5%
Rhetorical communication	9%	100%	31%	3%
Speech communication education	13%	100%	27%	0%
Linguistics	0%	100%	100%	100%
Telecommunications	33%	100%	33%	0%
Film studies—history & theory	0%	100%	0%	0%
Speech science	0%	100%	0%	0%
Oral interpretation	0%	100%	50%	0%
Information systems	100%	100%	100%	0%
Technical communication	0%	100%	100%	0%
Broadcasting studies	0%	100%	0%	0%
Political communications	0%	100%	0%	0%
Rhetorical criticism	0%	100%	0%	0%
Small group communications	0%	100%	0%	0%
New technologies	0%	100%	100%	0%
Philosophy of communication	0%	100%	100%	0%
Grand Totals	16%	94%	35%	4%

Note. Columns represent multiple response categories.

Table 6

Admissions Criteria—Percentage of Programs Requiring: Student's Statement of Goals; Recommendations; and Other Criteria

Program/Concentration Area	Statement of Goals	Recommendations	Other* Criteria
Advertising	75%	100%	0%
Cinema criticism	38%	88%	12%
Communications research	53%	100%	18%
Communications theory	50%	95%	10%
Communication in instruction	44%	78%	11%
Educational comm. & technologies	47%	87%	0%
Educational training administration	33%	0%	0%
Human resources education/management	25%	75%	0%
Instructional systems & technologies	42%	50%	0%
Intercultural communications	50%	100%	10%
Interpersonal communications	38%	100%	11%
Mass communications	62%	100%	5%
Mass media	75%	88%	0%
Media administration	0%	100%	0%
Organizational behavior/psychology	0%	100%	0%
Organizational communications	41%	97%	12%
Public address	34%	100%	14%
Public communications	0%	100%	0%
Public relations	0%	100%	0%
Radio/TV/film	47%	100%	0%
Rhetorical communication	31%	97%	11%
Speech communication education	40%	100%	13%
Linguistics	100%	100%	0%
Telecommunications	33%	100%	0%
Film studies—history & theory	0%	50%	50%
Speech science	0%	100%	0%
Oral interpretation	75%	100%	25%
Information systems	0%	100%	100%
Technical communication	100%	100%	0%
Broadcasting studies	0%	100%	0%
Political communications	0%	100%	0%
Rhetorical criticism	100%	100%	0%
Small group communications	100%	100%	0%
New technologies	0%	100%	0%
Philosophy of communication	100%	100%	0%
Gramd Totals	43%	94%	9%

Note. Columns represent multiple response categories.

*Other criteria than those itemized in Tables 4, 5, and 6. See text for a complete listing.

Degrees Granted

Table 7 illustrates the dominance of the Ph.D. as the degree of choice in the field. Although the survey form included a response column to indicate the offering of the Ph.D. and Ed.D., no respondent reported the offering or existence of any doctorate other than the Ph.D. or the Ed.D. Further, apart from one program each in communication theory and in interpersonal communication and two programs in organizational communications which reported offering the Ed.D. degree, the Ed.D. degree was restricted to the education related program/concentration areas which here included: communications in instruction, educational communication and technologies, educational training administration, human resources management, and instructional systems and technologies.

Judging from the median numbers of degrees awarded in 1984-85, these Education programs have the largest graduate level enrollments. For example, while the median number of degrees awarded per program in 1984-85 was just 2, for programs in instructional systems and technologies the median figure was 8. This finding is further supported in a later discussion of enrollments presented in Table 12.

Faculty

A critical factor in the development of any academic program is the faculty. Table 8 presents the typical numbers of doctoral level program faculty for each of the program/concentration areas surveyed. Two levels of faculty data are reported. The first

Table 7

Degrees—Number of Programs Leading to the Ph.D. and to the Ed.D. and Median Number of Degrees Awarded per Program in 1984-85

Program/Concentration Area	Programs		Doctoral Degrees Awarded 1984-85
	Ph.D. n	Ed.D. n	Mdn
Advertising	4	0	1
Cinema criticism	8	0	4
Communications research	17	0	1
Communications theory	42	1	2
Communication in instruction	8	4	4
Educational comm. & technologies	11	10	4
Educational training administration	4	3	5
Human resources education/management	7	4	3
Instructional systems & technologies	11	8	8
Intercultural communications	20	0	1
Interpersonal communications	36	1	2
Mass communications	21	0	3
Mass media	8	0	4
Media administration	1	0	-
Organizational behavior/psychology	2	0	3
Organizational communications	33	2	1
Public address	29	0	2
Public communications	3	0	0
Public relations	4	0	0
Radio/TV/film	19	0	2
Rhetorical communication	35	0	2
Speech communication education	15	0	1
Linguistics	1	0	0
Telecommunications	3	0	3
Film studies—history & theory	2	0	4
Speech science	1	0	0
Oral interpretation	4	0	2
Information systems	1	0	-
Technical communication	1	0	1
Broadcasting studies	1	0	4
Political communications	1	0	1
Rhetorical criticism	1	0	-
Small group communications	1	0	-
New technologies	1	0	3
Philosophy of communication	1	0	3
Grand Totals	357	33	2

Note. Columns represent multiple response categories. "-" indicates no response.

Table 8

Median Numbers of Doctoral Faculty: Total for Communications Programs in the Unit; and Fulltime Faculty Exclusive to the Program Area

	Doctoral Level Faculty		
	In the Unit		Exclusive to Program Area
Program/Concentration Area	Fulltime	Parttime	Fulltime
Advertising	20	0	8
Cinema criticism	16	0	2
Communications research	14	0	2
Communications theory	16	0	3
Communication in instruction	12	0	6
Educational comm. & technologies	5	2	3
Educational training administration	4	0	4
Human resources education/management	6	2	4
Instructional systems & technologies	5	3	5
Intercultural communications	16	0	1
Interpersonal communications	15	0	3
Mass communications	17	0	4
Mass media	21	0	20
Media administration	-	-	-
Organizational behavior/psychology	8	0	3
Organizational communications	15	0	3
Public address	15	0	2
Public communications	17	0	2
Public relations	15	0	2
Radio/TV/film	17	0	5
Rhetorical communication	15	0	5
Speech communication education	15	0	2
All other programs areas reported	15	0	3
Grand Totals	15	0	3

Note. About half the responses for program specific information included some level of grouped data for sets of program categories. These subsets generally covered 5 to 6 program categories and showed an average of 13 faculty per grouping. These cross-program grouped data covered 151 of the responses by program category and, though essentially consistent with the overall average presented above, were excluded from the analysis of faculty numbers exclusive to a program. "-" indicates no response.

columns of the table present data regarding total fulltime and parttime doctoral level faculty in the organizational unit in which the program is located. The last columns present the numbers of fulltime doctoral level faculty with specific assignment to the program/concentration area.

It may be important for the reader to note that the distributions of responses were clustered toward the low end of the scale with a few programs being much larger and creating a strong positive skew. In this case the median was selected as the statistic most representative of the typical program specifically because it is less susceptible to skewed data than the mean.

For all reported programs the median total fulltime doctoral level faculty in the organizational unit was 15. This figure gives some indication of the size of the graduate program in which the particular programs/concentration area is located. Typically, parttime faculty are not designated as graduate level faculty. The median number of fulltime doctoral level faculty reportedly assigned to a specific program/concentration area was 3. This latter figure gives an indication of the critical mass needed for a particular program area.

Here again, the programs most directly related to disciplines in the field of education differed markedly from the other program areas listed. While the median for total doctoral level faculty in the organizational unit was 15 compared to just 3 in the specific program area, in these education related programs the total number

of doctoral level faculty in the unit closely approximated the number assigned to the particular program. Unit totals for programs in educational communications and technologies, educational training administration, human resources education/management, and instructional systems and technologies numbering 4 to 6 were one-third the median unit totals reported for all other categories. Furthermore, the median number of 4 doctoral level faculty reported in these specific program areas was almost identical to the unit totals and slightly greater than the median of the median for all programs in the study.

An analysis of the number of programs reported within each unit further describes this difference. Units reporting programs in the education related program areas typically reported 3 or fewer program offerings which satisfied the criteria for the study, whereas programs in the more traditional speech communication (i.e., humanities) related disciplines generally reported between 8 and 13 distinct doctoral level program/concentration areas within the bounds of the survey definitions.

In addition, the data presented in Table 8 illustrate that these programs related to the field of education were more likely to include parttime faculty among the ranks of their doctoral level faculties. Parttime faculty were generally not used in support of programs in fields other than those related to education.

The distribution of the faculty workload by level of instruction and type of activity was also of concern in this survey.

A single response was solicited from each respondent which was to indicate the typical workload distribution for a member of the doctoral faculty in that unit. No differentiation was made between the requirements of different programs/concentration areas within a single unit. Little variation across program categories was noticed in an analysis by program/concentration area, but substantial differences were found in an analysis which compared the reported workloads at public and at private institutions.

Table 9 illustrates that the distribution of the instructional workload does differ significantly between the public and private sectors. Doctoral faculty at public institutions generally appeared to engage in less graduate level instruction than their counterparts in the private sector. Respondents for the faculty in the public sector did, however, attribute a greater percentage of their load to independent research (15.4%) than did their counterparts in the private sector (8.8%). The average doctoral level load of the faculty at public institutions amounted to just 29.5% of their full load as compared to 50.0% of the load as reported by faculty from private institutions. On the other hand baccalaureate level instruction was reported to account for 22.8% of the faculty load among those in the public sector, whereas comparable data for the private sector amounted to just 7.5%.

In addition to providing information on the distribution of the workload, respondents were asked to describe the average annual course load of their fulltime doctoral level faculty. Table 10

Table 9

Distribution of Doctoral Faculty Workload by Type and Level of Instruction—Comparison of Response Averages of Publics to Privates

Type and Level of Instruction	Percentage Distribution of Workload by Type of Institutional Control		
	Public	Private	Total
Doctoral level:			
Instruction	19.3%	35.0%	22.6%
Research supervision	10.2%	15.0%	11.2%
Master's level:			
Instruction	18.7%	24.2%	19.8%
Research supervision	6.1%	3.8%	5.6%
Baccalaureate level:			
Instruction	22.8%	7.5%	19.7%
Independent research	15.4%	8.8%	14.0%
All other responsibilities	7.9%	5.8%	7.5%
Total responsibilities	100.0%	100.0%	100.0%

Note. Respondent's total responsibilities were to equal 100.0%. Averages in the above columns may not add to 100.0% due to rounding.

Table 10

Average Annual Course Load of Fulltime Doctoral Level Faculty—Comparison of Responses by Type of Institutional Control

Program/Concentration Area	Annual Fulltime Course Load by Institutional Control						
	Public		Private		Total		
	M	Mdn	M	Mdn	Min	Mdn	Max
Advertising	5.3	5.0	-.-	-.-	4	5.0	7
Cinema criticism	4.7	4.0	6.0	6.0	4	4.5	6
Communications research	4.6	4.0	5.7	6.0	4	4.0	7
Communications theory	4.8	4.0	5.8	6.0	3	5.0	7
Communication in instruction	4.2	4.5	5.0	5.0	2	4.5	6
Educational comm. & technologies	5.1	5.0	5.6	5.0	3	5.0	9
Educational training administration	2.0	2.0	6.0	6.0	2	4.0	6
Human resources education/management	6.0	6.0	5.0	5.0	3	5.5	9
Instructional systems & technologies	5.2	5.0	5.1	5.0	4	5.0	7
Intercultural communications	4.6	4.0	-.-	-.-	3	4.0	6
Interpersonal communications	4.7	4.5	6.0	6.0	3	5.0	6
Mass communications	4.7	4.0	6.0	6.0	4	4.0	7
Mass media	5.0	5.0	6.0	6.0	4	5.0	7
Media administration	-.-	-.-	-.-	-.-	-	-.-	-
Organizational behavior/psychology	3.0	3.0	6.0	6.0	3	4.5	6
Organizational communications	4.8	5.0	6.0	6.0	3	5.0	6
Public address	4.7	4.0	6.0	6.0	3	4.5	6
Public communications	5.0	5.0	-.-	-.-	4	5.0	6
Public relations	4.5	4.5	-.-	-.-	4	4.5	5
Radio/TV/film	5.2	5.5	-.-	-.-	4	5.5	7
Rhetorical communication	4.7	4.0	5.5	5.5	3	5.0	6
Speech communication education	5.0	5.0	-.-	-.-	3	5.0	7
Linguistics	-.-	-.-	6.0	6.0	6	6.0	6
Telecommunications	5.3	5.0	-.-	-.-	4	5.0	7
Film studies—history & theory	4.0	4.0	6.0	6.0	4	5.0	6
Speech science	5.0	5.0	-.-	-.-	5	5.0	5
Oral interpretation	4.4	4.0	-.-	-.-	3	4.0	6
Information systems	-.-	-.-	-.-	-.-	-	-.-	-
Technical communication	-.-	-.-	5.0	5.0	5	5.0	5
Broadcasting studies	4.0	4.0	-.-	-.-	4	4.0	4
Political communications	6.0	6.0	-.-	-.-	6	6.0	6
Rhetorical criticism	-.-	-.-	-.-	-.-	-	-.-	-
Small group communications	-.-	-.-	-.-	-.-	-	-.-	-
New technologies	4.0	4.0	-.-	-.-	4	4.0	4
Philosophy of communication	3.0	3.0	-.-	-.-	3	3.0	3
Grand Totals	4.8	4.0	5.6	6.0	2	5.0	9

Note. "-" and "-.-" indicate no response.

presents comparative data by type of institutional control. The table includes the means and medians as comparative measures of central tendency for programs at public and at private institutions, and the medians for all programs in a category as well as minimums and maximums to describe each range. Overall responses ranged from a low of two to a high of nine courses taught per academic year with a median of five. There are again substantial differences between public and private institutions. Among the public institutions, faculty averaged between 4.0 (median) and 4.8 (mean) courses taught per year. Among those at private institutions the average course load was reported to be between 6.0 (median) and 5.6 (mean) courses taught per year.

It is interesting to note that even though the workload of doctoral level faculty at public institutions appears to be concentrated at the undergraduate level, the annual course loads for these faculty were reportedly lighter than those of the counterparts at private institutions. Here again, however, the data for the education related programs did not follow the trend as virtually no differences appear to exist between programs at public and at private institutions.

A comparison of course loads by type of academic calendar, presented in Table 11, showed little difference among private institutions but substantial differences among the publics. The differences between publics and privates evident in Table 10 are seen here again between programs on the semester calendar as well as

Table 11

Average Annual Course Load of Fulltime Doctoral Level Faculty—Comparisons by Type of Institutional Control and Academic Calendar

	Average Annual Course Load Per Fulltime Faculty by Institutional Control						
	Public		Private		Total		
Academic Calendar	M	Mdn	M	Mdn	Min	Mdn	Max
Semester	4.4	4.0	5.6	5.0	2	4.0	9
Quarter	6.1	6.0	6.0	6.0	5	6.0	7
Trimester	4.0	4.0	6.0	6.0	4	5.0	6
Total	4.8	4.0	5.6	6.0	2	5.0	9

for programs on the trimester calendar. The public vs. private differences are not evident, however, for programs on the quarter calendar. The heaviest typical course loads were reported for programs under the quarter system and for programs at private institutions under the trimester system even though the single heaviest annual course load reported was nine courses for a program under the semester calendar.

Enrollment

Another key consideration in program planning is the anticipated size of program enrollment. Table 12 presents data on the student enrollments both in residence and other as well as the typical student semester course loads by program category. Differences in program size appear substantial with the minimum number of students in residence reported at 0 and the maximum at 95. Here again a strong positive skew in the data is evident as the median number of students in residence reported for all programs in the survey was 4. The skew is even more pronounced for the category of other enrollments for which the minimum was 0, the maximum was 112, and the median equal to just 1. The largest enrollments by program/concentration area were recorded among the areas most akin to the field of education.

The survey solicited information on the typical semester or quarter credit-hour load of a fulltime student firstly with an assistantship and secondly without an assistantship. These data are presented in Table 12. For this table, quarter hours were converted

Table 12

Doctoral Level Enrollments and Typical Student Semester Course Loads by Program Category

Program/Concentration Area	Doctoral Enrollment in Residence			Other Doctoral Enrollment*			Typical Fulltime Student Credit-Hour Load per Semester**					
							With Assistantship			Without Assistantship		
	Min	Mdn	Max	Min	Mdn	Max	Min	Mdn	Max	Min	Mdn	Max
Advertising	4	5.0	7	0	1.0	2	8	9.0	14	11	16.0	18
Cinema criticism	1	4.0	35	0	0.0	2	6	9.0	14	6	12.0	18
Communications research	0	2.5	12	0	0.0	2	8	9.5	14	6	12.0	18
Communications theory	0	3.5	20	0	0.5	18	6	9.0	15	6	12.0	18
Communication in instruction	0	6.0	10	0	0.0	18	9	9.0	14	6	12.0	12
Educational comm. & technologies	2	9.0	25	0	18.0	100	8	9.5	24	6	12.0	18
Educational training administration	6	10.0	10	18	40.0	40	8	8.5	11	6	8.0	11
Human resources education/management	2	5.0	16	0	2.0	20	8	9.0	24	12	12.0	18
Instructional systems & technologies	0	18.0	65	4	14.5	112	9	9.0	24	6	12.0	18
Intercultural communications	0	2.0	5	0	0.0	2	8	9.0	14	11	12.0	18
Interpersonal communications	0	2.5	15	0	0.0	10	8	9.0	15	6	12.0	18
Mass communications	1	5.0	24	0	0.0	23	8	9.0	15	6	12.0	18
Mass media	2	4.5	27	0	0.5	8	8	11.0	14	9	14.5	18
Media administration	-	-.-	-	-	-.-	-	-	-.-	-	-	-.-	-
Organizational behavior/psychology	5	5.5	6	0	0.5	1	8	8.0	8	12	12.0	12
Organizational communications	0	4.0	95	0	1.0	95	8	9.0	15	6	12.0	18
Public address	0	4.0	20	0	0.0	4	8	9.5	15	6	12.0	18
Public communications	2	2.0	2	0	0.0	0	9	9.5	10	6	9.0	12
Public relations	2	2.0	2	0	0.0	0	9	9.5	10	6	9.0	12
Radio/TV/film	1	5.0	11	0	1.0	8	8	9.5	15	6	14.5	18
Rhetorical communication	0	5.0	15	0	0.0	10	6	9.0	15	6	12.0	18
Speech communication education	0	2.0	8	0	0.0	4	8	11.0	15	6	12.0	18
All other program areas reported	0	5.0	35	0	0.0	5	8	9.0	12	1	12.0	14
Grand Totals	0	4.0	95	0	1.0	112	6	9.0	24	6	12.0	18

Note. "-" and "-.-" indicate no response.
*Where grouped enrollment data were reported, equal distribution across reported categories was assumed.
**Credit-Hour Loads reported for programs on the Quarter calendar were converted to semester equivalents.

to semester hour equivalents by multiplying the reported average quarter hour load by 3 (the number of quarters in the standard academic year) and then dividing that computed figure by 2 to determine the semester equivalent. The minimums both with and without assistantship were 6. The median with an assistantship was 9 and without an assistantship it was 12. The maximum with an assistantship was 24 and without was 18.

Program Completion Requirements

A comparison of the number of course credit hours required for completion of the doctoral degree programs in each category is presented in Table 13. The minimums reported are 60 credit hours beyond the baccalaureate degree and 30 beyond the master's. The maximums are 135 beyond the bachelor's and 95 beyond the master's. The medians are 90 and 60 respectively. As may also be seen from the presentation of requirements by type of academic calendar presented in Table 13, the wide variation is due in part to the differences in types of academic calendar. The maximums are clearly creditable to programs offered under the quarter system. The median course credit hours required beyond the bachelor's degree is 132 under the quarter system while the comparable figure among programs under the semester system is 84. Beyond the master's degree the median credit hours required under the quarter system is 87 and under the semester system the comparable figure is 60 hours. Median requirements under the trimester system numbered 90 credit hours beyond the baccalaureate and 60 credit hours beyond the

Table 13

Course Credit Hours Required for Completion of Doctoral Degree by Program Category and Academic Calendar

Program/Concentration Area	Number of Course Credit Hours Required to Complete the Degree											
	Beyond Bachelor's						Beyond Master's					
	All Programs			Academic Calendar			All Programs			Academic Calendar		
				Sem	Qtr	Trimstr				Sem	Qtr	Trimstr
	Min	Mdn	Max	Mdn	Mdn	Mdn	Min	Mdn	Max	Mdn	Mdn	Mdn
Advertising	90	96	132	93	132	—	60	64	87	62	87	—
Cinema criticism	72	81	90	81	—	—	30	48	72	48	—	—
Communications research	72	90	135	87	132	—	30	60	90	60	88	—
Communications theory	72	90	135	79	124	90	30	60	90	60	80	60
Communication in instruction	70	90	108	90	108	90	40	60	60	52	—	60
Educational comm. & technologies	75	90	135	90	135	90	42	60	87	60	87	60
Educational training administration	90	90	90	90	—	90	60	60	60	60	—	60
Human resources education/management	90	90	135	90	135	—	60	60	90	60	88	—
Instructional systems & technologies	60	90	135	90	135	90	30	61	95	60	91	60
Intercultural communications	72	79	117	76	112	—	42	48	72	48	58	—
Interpersonal communications	66	84	135	80	126	—	36	60	90	60	72	—
Mass communications	66	80	135	79	108	—	36	48	90	48	63	—
Mass media	78	93	132	90	132	—	48	60	87	60	87	—
Media administration	—	—	—	—	—	—	—	—	—	—	—	—
Organizational behavior/psychology	90	112	135	90	135	—	60	75	90	60	90	—
Organizational communications	72	87	135	80	117	—	30	60	90	60	72	—
Public address	72	90	135	84	117	—	30	60	90	60	72	—
Public communications	90	90	90	90	—	—	30	45	60	45	—	—
Public relations	75	75	75	75	—	—	30	39	48	39	—	—
Radio/TV/film	72	87	135	82	134	—	30	60	87	60	80	—
Rhetorical communication	66	90	135	84	112	—	30	60	90	60	64	—
Speech communication education	75	95	132	90	117	—	45	70	87	65	80	—
All other program areas reported	72	84	135	78	126	—	38	60	90	54	81	—
Grand Totals	60	90	135	84	132	90	30	60	95	60	87	60

master's closely paralleling those programs under the semester system.

These course credit hour requirements were not all comparable however. A review of the catalogue materials received from many of the respondents produced a wide variety of credit formulae for determining the credit values of both independent research and the dissertation which may or may not be applied to this overall credit hour requirement depending on the policy of the particular institution.

In addition to the credit hour requirements, doctoral programs also typically included a list of other program completion requirements the most common of which are presented in Table 14. These additional requirements were remarkably uniform across institutions and programs. All but one program required completion of a dissertation. Nine out of 10 programs were reported to include a residency requirement and nearly all required satisfactory completion of comprehensive examinations. An internship and/or a field experience requirement on the other hand were reported by just 12.9% and 8.4% of the programs respectively and then almost exclusively by programs related to the field of education. Additional requirements were reported by nearly 1 in 4 of all programs. Of these, the most common include language requirements, research tool requirements, and special writing/publication requirements.

Table 14

Program Completion Requirements—Relative Percentage of Programs Employing Selected Requirements for Completion of the Doctoral Program by Program Category

Program/Concentration Area	n	Percentage of Programs with Completion Requirement					
		Dissertation	Residency	Comp. Exams	Internship	Field Experience	Other
Advertising	3	100%	100%	100%	0%	0%	0%
Cinema criticism	8	100%	88%	88%	0%	12%	12%
Communications research	16	100%	88%	94%	0%	6%	38%
Communications theory	34	100%	88%	97%	6%	6%	26%
Communication in instruction	8	100%	75%	100%	38%	25%	12%
Educational comm. & technologies	13	100%	92%	85%	42%	33%	17%
Educational training administration	4	75%	50%	100%	50%	25%	25%
Human resources education/management	7	100%	100%	100%	29%	43%	14%
Instructional systems & technologies	12	100%	75%	92%	67%	25%	8%
Intercultural communications	18	100%	100%	100%	11%	6%	11%
Interpersonal communications	29	100%	93%	97%	7%	3%	28%
Mass communications	20	100%	95%	95%	5%	0%	25%
Mass media	8	100%	100%	100%	12%	12%	12%
Media administration	0	—	—	—	—	—	—
Organizational behavior/psychology	2	100%	100%	100%	0%	0%	50%
Organizational communications	29	100%	86%	97%	10%	7%	24%
Public address	21	100%	86%	95%	10%	5%	29%
Public communications	3	100%	67%	100%	0%	33%	0%
Public relations	2	100%	50%	100%	0%	0%	0%
Radio/TV/film	15	100%	93%	93%	7%	7%	20%
Rhetorical communication	26	100%	88%	96%	8%	4%	31%
Speech communication education	13	100%	92%	92%	15%	0%	23%
All other program areas reported	19	100%	95%	89%	11%	0%	37%
Grand Totals	310	99.7%	89.4%	95.2%	12.9%	8.4%	24.3%

Tuition Charges

The analysis of tuition and fee charges is a complex task. For example, on the one hand, if the objective is to determine the average cost to the student for fulltime enrollment, then tuition and fee charges must be qualified by the types and availability of financial aid. It may also be argued that comparisons require coincident analysis of additional expenses such as room, board, transportation costs, and the like. On the other hand, if the question is one of cost/benefit ratio analysis to the institution, then the analysis becomes one of real versus discount tuition and financial aid policies. This type of analysis is subject to the vagaries and complexities of data regarding the wide variety of funding sources, the nature of institutional discounts for which there may be no immediately measurable return; various government enrollment, degree, and research subsidy formulas; and the nature of institutional job/assistantship requirements for which the returns may be marginal.

Finally, from a competitive market perspective it is important to include average time to the completion of the degree, the range of institutional and program benefits purchased with the tuition dollars, and of course the anticipated outcomes from the product purchased i.e., job placement, potential for long term advancement and career satisfaction which is the return on investment.

The scope of this analysis, however, is be restricted to basic descriptive information regarding advertised tuition charges and the

types and availability of financial aid. No attempt is made to compare costs or reimbursements to the student beyond these basic fees and assistance programs and no cost benefit analysis is implied.

Table 15 summarizes responses to questions regarding the tuition charges for a single credit and for the annual tuition and fee charges for fulltime enrollment by program/concentration area. The survey provided for separate responses to be given for resident and for nonresident students. In Table 15 the minimum, median, and maximum tuition charges per single credit are reported for both residents and nonresidents. The minimum figure for all programs was a charge of $12 per credit hour to residents of Texas reported by the Department of Speech Communication at the University of Texas at Austin. The maximum of $460 per credit hour was reported for the Annenberg School of Communications at the University of Pennsylvania; a price which was common to both residents and nonresidents of Pennsylvania. The median cost per credit hour for all programs in the study was $66 for state residents and $135 for nonresidents.

The median annualized tuition and fee charges for fulltime enrollment by residents and nonresidents for the academic year at public and at private institutions are compared in Table 15. Among programs offered by public institutions the median tuition and fee charges for state residents was $1,700 compared to a median of $4,000 for nonresidents. At private institutions there was very

Table 15

Tuition per Credit and Median Annual Fulltime Tuition Charges for Resident and Nonresident Enrollment

Program/Concentration Area	Tuition Charge per Credit						Median Fulltime Tuition & Fee Charges			
	Resident			Nonresident			Public Institutions		Private Institutions	
	Min	Mdn	Max	Min	Mdn	Max	Resident	Nonresident	Resident	Nonresident
Advertising	$ 12	$ 50	$ 60	$114	$118	$120	$1,800	$4,400	$ —	$ —
Cinema criticism	12	51	222	95	116	222	1,400	3,600	5,300	5,300
Communications research	12	66	460	101	148	460	1,750	4,400	8,700	8,700
Communications theory	12	74	460	101	148	460	1,700	4,300	8,050	8,050
Communication in instruction	12	48	216	101	120	262	1,350	3,000	3,100	6,300
Educational comm. & technologies	30	59	255	40	200	262	1,750	3,950	6,000	7,600
Educational training administration	44	91	131	81	99	262	1,300	2,400	2,350	3,950
Human resources education/management	30	44	216	80	100	216	2,000	4,100	7,300	7,300
Instructional systems & technologies	44	60	292	80	124	292	1,500	4,200	5,950	7,550
Intercultural communications	12	63	144	101	136	262	1,800	4,300	3,100	6,300
Interpersonal communications	12	66	460	100	136	460	1,700	4.300	8,800	8,800
Mass communications	12	66	460	85	156	460	1,900	4,300	6,800	6,800
Mass media	12	56	460	60	116	460	1,600	3,700	10,100	10,100
Media administration	216	216	216	216	216	216	—	—	—	—
Organizational behavior/psychology	30	112	194	100	147	194	500	2,400	7,300	7,300
Organizational communications	12	68	292	100	145	315	1,700	3,950	5,400	6.800
Public address	12	70	292	112	140	333	1,700	4,150	8,050	8,050
Public communications	31	51	82	101	112	145	1,050	3,000	—	—
Public relations	56	70	216	129	145	216	1,350	3,400	—	—
Radio/TV/film	12	82	138	95	132	333	1,700	4,350	8,900	8,900
Rhetorical communication	12	75	292	101	148	333	1,700	4,300	8,050	8,050
Speech communication education	12	82	138	101	126	315	1,800	3,950	—	—
All other programs areas reported	12	82	275	101	144	275	1,500	3,700	3,300	5,800
Grand Totals	$ 12	$ 66	$460	$40	$135	$460	$1,700	$4,000	$7,300	$7,300

little differentiation between charges to residents and nonresidents as the median for both categories was the same at $7,300.

Financial Aid

Though the range of tuition and fee charges appeared substantial, the true cost or value of the charges can not be analyzed without including information on the availability of financial aid. Tables 16 and 17 do this. Table 16 presents data on the percentage of programs in each category that offer various types of financial aid. These data are grouped by type and location of the institution. Nearly all programs include provisions for tuition waivers (92%) and for teaching assistantships (98%). Work/study opportunities were reportedly available at 80% of the programs. Two out of three programs provide research assistantships and a similar number offer fellowships. A little over half the programs reportedly offer a tuition remission program. Few programs reported any other form of assistantship other than those for teaching and research. Percentages of institutions offering internships and other forms of scholarships were small. The public and private sectors differed little among the kinds of assistance made available. The biggest differences occurred in the areas of research assistantships, which were more prevalent among public institutions, and in tuition remission which is most frequently offered by private institutions.

Table 17 gives some indication of the value range of these financial aid awards. Responses ranged from a nominal award of $200

Table 16

Availability of Financial Aid—Percentage of Programs Offering Various Types of Financial Aid by Type of Institutional Control and by Competitive Region Relative to Ithaca College

Institutional Control and Competitive Region	n	Tuition and Fees Waived	Assistantships			Fellowships	Tuition Remission	Work/ Study	Internships	Other
			Teaching	Research	Other					
Publics	**288**	**91%**	**99%**	**70%**	**1%**	**67%**	**48%**	**82%**	**14%**	**3%**
Local	7	—	100%	0%	0%	100%	100%	100%	0%	0%
Regional	10	100%	100%	100%	0%	30%	0%	30%	0%	0%
National	271	90%	99%	71%	2%	68%	49%	83%	14%	3%
Privates	**69**	**95%**	**92%**	**54%**	**2%**	**62%**	**74%**	**71%**	**9%**	**8%**
Local	13	92%	100%	56%	11%	56%	44%	56%	44%	0%
Regional	30	97%	83%	57%	0%	90%	80%	100%	3%	17%
National	26	95%	100%	50%	0%	31%	77%	42%	4%	0%
Grand Totals	**357**	**92%**	**98%**	**67%**	**2%**	**66%**	**53%**	**80%**	**13%**	**4%**

Table 17

Range of Financial Aid Values for Academic Year 1984–85 by Program Area

Program/Concentration Area	Dollar Value of Financial Aid		
	Minimum	Median	Maximum
Advertising	$4,900	$7,300	$8,400
Cinema criticism	$ 200	$4,000	$8,200
Communications research	$1,500	$5,200	$16,000
Communications theory	$ 300	$5,200	$16,000
Communication in instruction	$1,600	$5,000	$9,000
Educational comm. & technologies	$ 200	$2,850	$10,000
Educational training administration	$1,600	$3,200	$5,000
Human resources education/management	$ 200	$3,000	$8,000
Instructional systems & technologies	$ 500	$3,350	$13,700
Intercultural communications	$1,700	$5,200	$10,000
Interpersonal communications	$ 500	$5,200	$16,000
Mass communications	$1,000	$5,000	$16,000
Mass media	$4,900	$10,000	$16,000
Media administration	—	—	—
Organizational behavior/psychology	$ 200	$1,600	$3,400
Organizational communications	$ 500	$5,200	$9,800
Public address	$1,500	$5,200	$8,300
Public communications	$1,500	—	$7,400
Public relations	$1,500	$5,600	$7,400
Radio/TV/film	$1,500	$5,350	$8,400
Rhetorical communication	$ 300	$5,200	$9,800
Speech communication education	$2,300	$5,500	$8,300
All other program areas reported	$ 200	$5,200	$9,000
Grand Totals	$ 200	$5,200	$16,000

Note. "—" indicates no response.

to a high of $16,000. The median value of the financial aid awards across all programs equalled $5,200 which is higher than the median charges for both residents and nonresidents at public institutions and more than two-thirds the cost of programs at private institutions. Data were solicited on the numbers of financial aid recipients in order to determine the percentage of the enrollment population receiving financial aid but the responses to the question were too infrequent to provide data for meaningful analyses.

Student Supply

Two key factors in determining the market demand for a program are the supply of qualified applicants and the availability of jobs for graduates. Respondents were asked to provide assessments of each for their programs using a 5-point Likert scale. For the question regarding the supply of qualified applicants "1" indicated an "extreme shortage of qualified applicants" while "5" indicated an "extreme surplus" of qualified applicants. For the question regarding graduate placement and the availability of jobs in the field "1" indicated an "extremely low" number of jobs available in the field. Ideally, a program receiving high marks on both questions would indicate a program area where demand was well in excess of current program enrollment capabilities.

It should be noted, however, that the two questions may well be linked in the mind of the respondent such that an extremely high demand in the job market would be inversely correlated with the supply of good students to fill those jobs and vice versa. Where

such big discrepancies occur between the perceived supply of students and the availability of students, preference is given to the supply of jobs.

Responses to the admissions supply question approximated normal distribution with a slight negative skew. Responses to the job availability question, however, showed a strong positive skew. The mean and medians of the responses to these two questions are presented by program/concentration area in Table 18. As is evident from these figures, there is substantial variation across program/concentration categories. The greatest over supply of qualified applicants was reported for programs in public communications. The lowest supply rating was reported for advertising.

The inverse correlation between supply and demand was most evident in advertising which received the highest scores for job availability and placement. Mass media was second to advertising in job placement ratings. The highest combined supply and demand scores were in the areas of public communications, where the scores averaged 4.0 and above on both questions, and mass communications and mass media which both received above average scores for supply of qualified applicants and job availability. Programs in organizational communications and in radio/TV/film showed similar levels of job availability but no particular excess in the supply of qualified applicants. Programs in education related fields including communication in instruction, educational communications

Table 18

Likert Scale Ratings of the Supply of Applicants for Admission and Job Availability for Graduates

Program/Concentration Area	Supply of Applicants Rating		Job Availability Rating	
	M	Mdn	M	Mdn
Advertising	1.3	1.0	5.0	5.0
Cinema criticism	3.4	3.0	2.5	3.0
Communications research	2.7	3.0	3.6	4.0
Communications theory	2.8	3.0	3.1	3.0
Communication in instruction	2.8	3.0	3.2	4.0
Educational comm. & technologies	2.7	3.0	3.7	4.0
Educational training administration	2.5	2.5	3.5	3.5
Human resources education/management	2.5	2.5	3.7	4.0
Instructional systems & technologies	2.7	3.0	4.3	4.0
Intercultural communications	3.0	3.0	3.0	3.0
Interpersonal communications	3.0	3.0	3.4	3.0
Mass communications	3.4	4.0	4.1	4.0
Mass media	3.4	3.0	4.2	4.5
Media administration	-.-	-.-	-.-	-.-
Organizational behavior/psychology	3.0	3.0	2.0	2.0
Organizational communications	3.2	3.0	4.0	4.0
Public address	2.6	3.0	3.2	3.0
Public communications	4.0	4.0	4.5	4.5
Public relations	3.0	3.0	3.0	3.0
Radio/TV/film	2.9	3.0	4.1	4.0
Rhetorical communication	2.7	3.0	2.9	3.0
Speech communication education	2.6	3.0	2.3	2.5
All other program areas reported	2.3	2.5	3.2	3.0
Grand Totals	2.9	3.0	3.5	3.0

Note. Scores based on five point Likert scale where 1 equalled an extreme shortage or extremely low number and 5 indicated an extreme surplus or extremely high number.

and technologies, educational training administration, human resources education/management, and instructional systems and technologies were reported to have below average supplies of qualified candidates and above average demand in the job market for program graduates. Of these, the strongest demand occurred in instructional systems and technologies.

To determine the principal sources of students for these programs, respondents were asked to give their estimates of the distribution of academic backgrounds of their doctoral students. Table 19 presents their responses. The survey instrument included a listing of 24 discipline categories which were based of the federal classification system employed by the National Center for Educational Statistics in all its surveys regarding academic major programs in higher education. This classification system was replaced several years ago, but to date the new system has not been universally accepted. As discussed in the chapter on Assumptions and Limitations, applicability of the older system for the areas of concern in this survey proved to be problematic.

Responses indicated that 35% of students admitted to the communications doctoral programs listed in this survey had an academic background in Communications (HEGIS code series 0600), 24% came out of programs in Education (HEGIS code series 0800), 7% came from programs in Social Sciences (HEGIS code series 2200), and 7% from the Fine and Applied Arts (HEGIS code series 1000), 6% came from programs in Letters (HEGIS code series 1500), a combined total

Table 19

Sources of Students—Comparative Distribution of Admitted Students by Undergraduate Academic Background

Program/Concentration Area	Distribution by Undergraduate Academic Background						
	Communications	Education	Social Sciences	Fine Arts	Letters	B, H, I, P	All Other
Advertising	63%	0%	6%	0%	18%	4%	10%
Cinema criticism	40%	0%	0%	30%	15%	15%	0%
Communications research	25%	0%	25%	0%	25%	25%	0%
Communications theory	52%	18%	16%	0%	0%	2%	13%
Communication in instruction	27%	43%	12%	0%	0%	18%	0%
Educational comm. & technologies	15%	45%	7%	0%	0%	17%	15%
Educational training administration	0%	75%	0%	0%	0%	17%	3%
Human resources education/management	15%	62%	8%	0%	0%	15%	0%
Instructional systems & technologies	9%	55%	7%	2%	0%	14%	8%
Intercultural communications	50%	6%	14%	0%	0%	7%	23%
Interpersonal communications	25%	25%	25%	0%	0%	25%	0%
Mass communications	56%	0%	15%	1%	12%	6%	9%
Mass media	76%	0%	8%	0%	4%	4%	8%
Media administration	—	—	—	—	—	—	—
Organizational behavior/psychology	0%	100%	0%	0%	0%	0%	0%
Organizational communications	37%	13%	13%	0%	0%	37%	0%
Public address	—	—	—	—	—	—	—
Public communications	40%	0%	30%	0%	0%	10%	20%
Public relations	—	—	—	—	—	—	—
Radio/TV/film	55%	2%	7%	10%	7%	11%	7%
Rhetorical communication	59%	9%	1%	0%	9%	1%	21%
Speech communication education	60%	10%	20%	0%	0%	10%	0%
All other program areas reported	37%	0%	2%	32%	12%	12%	5%
Grand Totals	35%	24%	7%	7%	6%	11%	8%

Note. Distribution estimates are weighted by size of enrollment. Response categories are based on Federal Undergraduate Program Taxonomy of the Higher Education General Information Survey. "B, H, I, P" groups Business, Health, Interdisciplinary, and Psychology. "All Other" includes: Agriculture & Natural Resources, Architecture & Environmental Design, Area Studies, Biological Sciences, Computer and Information Sciences, Engineering, Foreign Languages, Home Economics, Law, Library Sciences, Mathematics, Military Sciences, Physical Sciences, Public Affairs & Services, and Theology.

of 11% were about equally distributed among programs in Business and Management, Interdisciplinary Programs, Health Related Fields, and Psychology (HEGIS code series 0500, 4900, 1200, and 2000 respectively), with the residual 10% attributed to the remaining 15 categories. Although these data show that substantial numbers of graduate students in communications programs were communications majors as undergraduates, the data appear more importantly to attest to the wide array of undergraduate backgrounds represented by the bulk of students entering graduate programs in communications.

More precise interpretation of these findings, however, would be suspect given the confusion and disagreement concerning the classification of programs in communications and related fields mentioned previously.

Note, some respondents failed to report a full 100% distribution so that data in Table 19 will not always add to 100%.

Job Market Demand

Much has been written in recent years about the crisis in the job market for new graduates of Ph.D. programs. Reportedly there are not enough jobs to go around. As discussed in the Review of Related Literature, although national data portend (a) a decline in the number of doctorates being granted, and (b) increasing difficulty among those in science fields to find the type of employment or study intended post graduation, the prospects in the social sciences and in some areas of communications appear brighter than for the norm. The national data show a higher demand from

business and industry for graduates of these fields and, as discussed earlier, this is an area of growth in higher education despite the overall decline.

Responses to this survey by the heads of communications programs across the nation suggest that job placement for graduates in communications related fields do not appear to be a problem. Overall, as Table 20 illustrates, 96% of the graduates are finding jobs in their field of interest. Of these, 72% are finding employment in academe with an additional 5% finding employment in other areas or levels of education (primarily those in educational training administration), some 16% are reported to be entering positions in business and industry, another 5% are finding employment in positions in government (including the military), and just 2% are reported to be entering positions in the non-profit/public service sector. Positions in academe are clearly the dominant path of employment for all program/concentration areas except for a number of those related to the field of education for which the employment distribution was more evenly spread across the occupational categories.

For example, more than one-fourth of the graduates of programs in educational communications and technologies were reported to find business and industry their source of employment; substantial numbers (10%-12%) evidently find employment in other areas of education with similar numbers finding employment in government. Those in educational training administration are most likely (60%)

Table 20

Graduate Placement Percentages and Distribution of Postdoctoral Job Placements by Occupational Category of the Employer

Program/Concentration Area	Survey Responses n	% of Grads Receiving Job/Appt in Field	Distribution by Occupational Category of Employer				
			Academe	Education Other	Government	Business/ Industry	Non-profit and Public Service
Advertising	1	100%	80%	0%	0%	20%	0%
Cinema criticism	4	100%	80%	10%	0%	0%	10%
Communications research	9	100%	76%	3%	1%	18%	1%
Communications theory	17	98%	90%	2%	1%	5%	1%
Communication in instruction	4	98%	80%	0%	3%	17%	0%
Educational comm. & technologies	10	99%	42%	12%	10%	28%	6%
Educational training administration	1	95%	20%	60%	3%	7%	10%
Human resources education/management	7	92%	31%	4%	9%	56%	1%
Instructional systems & technologies	9	99%	25%	11%	11%	49%	4%
Intercultural communications	6	89%	87%	2%	8%	2%	2%
Interpersonal communications	16	98%	88%	1%	1%	8%	1%
Mass communications	12	96%	75%	1%	7%	16%	1%
Mass media	3	97%	88%	0%	0%	12%	0%
Media administration	0	—	—	—	—	—	—
Organizational behavior/psychology	2	88%	12%	0%	38%	50%	0%
Organizational communications	16	99%	66%	4%	3%	26%	0%
Public address	10	98%	94%	1%	1%	2%	1%
Public communications	2	100%	40%	10%	35%	10%	5%
Public relations	1	100%	50%	0%	0%	50%	0%
Radio/TV/film	6	98%	94%	0%	0%	2%	4%
Rhetorical communication	15	95%	90%	8%	0%	0%	1%
Speech communication education	4	88%	99%	0%	0%	0%	0%
All other program areas reported	10	91%	57%	10%	6%	19%	7%
Grand Totals	163	96%	72%	5%	5%	16%	2%

to find employment in areas of education other than academe. Business and industry is the area of most draw for graduates in the fields of human resources education/management, instructional systems and technologies, organizational behavior/psychology and public relations. The highest percentages entering positions in government were reported for graduates in the areas of organizational behavior/psychology (38%) and public communications (35%).

Finally, respondents were asked to list the program/concentration areas they felt were likely to experience the greatest increases in demand in the job market for doctoral level graduates over the next 5 years, and to then list those programs which were likely to suffer significant decline in demand. Respondents listed up to five responses to each question. Table 21 provides a comparison of the frequency with which each area was mentioned in reponse to each question as well as a net score computed by subtracting the number of responses projecting a decline from the number of reponses projecting increases in the job market for graduates in that program/concentration area.

Four areas dominated the responses for greatest increased growth in job market opportunities, these were: organizational communications (13), instructional systems and technologies (10), mass communications (8), and advertising (7). Organizational communications and mass communications were mentioned as potential areas of decline by two and one respondents respectively, while

Table 21

Program Areas Most Likely to Experience Significant Change in the Job Market for Doctoral Level Graduates Over the Next 5-Years

Program/Concentration Area	Response Frequencies: Increased Demand	Response Frequencies: Decreased Demand	Net Score: Increase Minus Decrease
Advertising	7	0	7
Cinema criticism	1	2	-1
Communications research	3	0	3
Communications theory	2	2	0
Communication in instruction	2	1	1
Educational comm. & technologies	5	3	2
Educational training administration	1	3	-2
Human resources education/management	4	0	4
Instructional systems & technologies	10	0	10
Intercultural communications	3	2	1
Interpersonal communications	1	5	-4
Mass communications	8	1	7
Mass media	4	1	3
Media administration	3	2	1
Organizational behavior/psychology	1	0	1
Organizational communications	13	2	11
Public address	0	6	-6
Public communications	1	1	0
Public relations	2	1	1
Radio/TV/film	5	1	4
Rhetorical communication	4	11	-7
Speech communication education	0	3	-3
Linguistics	0	0	0
Telecommunications	2	0	2
Film studies--history & theory	0	2	-2
Speech science	0	0	0
Oral interpretation	0	1	-1
Information systems	0	0	0
Technical communication	0	0	0
Broadcasting studies	0	0	0
Political communications	1	0	1
Rhetorical criticism	0	0	0
Small group communications	0	0	0
New technologies	1	0	1
Philosophy of communication	0	0	0
Grand Totals	84	50	34

Note. Each respondent could name up to five program areas expected to experience significant increase in job market demand and five program areas expected to experience significant decline in the job market.

advertising and instructional systems and technologies received no such negative responses. Thus the four highest net scores are consistent with the four areas most frequently mentioned as expecting the greatest growth.

The areas most frequently mentioned as expected to experience significant decline in job market opportunities were: rhetorical communications (11), public address (6), interpersonal communications (5), speech communication education (3), educational commmunications and technologies (3), and educational training administration (3). For the area of rhetorical communications, the number indicating decline was offset somewhat by the 4 respondents listing it as an area of potential growth. One such respondent noted that the bottom must certainly have been reached, therefore the only way was up. One respondent similarly mentioned interpersonal communications as a potential growth area. Public address and speech communication, however, received no mention in the positive column. Opinions were mixed with regard to the future job market for educational commmunications and technologies and educational training administration. In each case there were three responses signifying decline, but these were offset by five and one responses respectively projecting the potential for significant growth potential over the next 3 to 5 years. Thus for the area of educational communications and technologies, although the net score reflected a positive outlook, individual responses were mixed.

Chapter 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

Prospects for serious declines in the primary market of traditional 4-year undergraduate institutions like Ithaca College call for immediate and comprehensive retrenchment planning. Recommendations by the Carnegie Foundation that institutions must consider both their strengths and weaknesses as they plan for the transition from growth to no-growth or decline in the student market are echoed in articles by Weathersby and Wildavsky, Mayhew, and others. Their recommendations may be summarized as follows:

1. to gain maximum control of current activities and programs;
2. to cut costs associated with unsuccessful or struggling programs;
3. to gain maximum visibility for quality programs by making them the best they can be and marketing them accordingly;
4. to develop new student markets for existing college programs within the broader national and international markets based on measured population parameters and known correlates of program demand;
5. to expand the scope of existing curricula and/or initiate new program offerings to meet both existing and projected demands in the market.

The development of any new program, but particularly a new doctoral level program, requires sound planning. As the move into a new program level requires the significant outlay of venture capital, part of the program planning must be directed toward limiting the fiscal risk. A thorough understanding of the competitive market is important in determining whether or not a program is likely to succeed.

This study summarized responses to a national survey which identified 367 doctoral level communications program/concentration offerings in 88 departments/schools/divisions at 57 separate institutions across the nation. With a response rate in excess of 80% and the inclusion of descriptive data from published sources for the nonresponse population, the data presented in this study provide a descriptive summary of essentially all doctoral level programs in the United States offered in select communications program categories. A complete listing of the institutions currently offering communications programs at the doctoral level in the program/concentration areas surveyed is included in Appendix C.

Several specific program areas for possible development are identified: first, by determining program areas with the greatest likelihood for success based on perceived student demand and opportunities in the job market; and second, by providing base line descriptive information about the local and regional market, and the structure, organization, costs and benefits characteristics of the programs with which a new program would be expected to compete.

Conclusions

The following conclusions appear evident from the data presented in this study. (Note that, although presented in the context of planning issues and concerns for Ithaca College, similar conclusions may be drawn from the data to support the planning efforts of any typical 4-year institution considering similar program development options.)

1. The optimum program categories which may be considered as likely prospects for a new doctoral program at Ithaca College include the areas of organizational communications, instructional systems and technologies, advertising, and mass communications.

2. There are, however, two programs in mass communications extent in the local market area and three more in the surrounding regional market. There is one program in organizational communications and one in instructional systems and technologies in the local area with three and two additional programs respectively in the regional market. On the other hand, no advertising programs were reported in either the local or the regional market areas and no program nationally at a private institution.

3. The areas of organizational communications, instructional systems and technologies, and advertising reportedly will experience the greatest growth in job market demand over the next 5 years.

4. Though a few programs are decidedly larger than the norm, the typical doctoral program/concentration appears to consist of four students in residence and three fulltime doctoral level

faculty. It should be noted, however, that a single academic department or division usually offers multiple (five to eight) program/concentrations at the doctoral level as well as many related master's level programs. Further, most doctoral programs do not appear to count students in the dissertation stage of the program as "in residence."

5. Among the optimum choices for program development, the supply of qualified students with interest in the field is greatest for mass communications with a slightly more than adequate supply reported for organizational communications and slightly less than adequate supply reported for instructional systems and technologies. The supply of qualified students appeared lowest in advertising. Although preference was given in the analysis to job opportunities over the supply of students (in general recognition of the inverse correlation of supply and demand), the magnitude of the difference in advertising suggests possible alternate interpretations of the market. It is possible that the doctorate is simply not an attractive degree to students in the field of advertising. High demand and high salaries for graduates with lesser degrees in the field may preclude growth in student demand for the doctorate. The perception may well be that the potential benefits to be gained from advanced study are minimal relative to the additional investment required of the student. In such case advertising would be one of the least likely areas for program development at the doctoral level.

6. Regardless of the program/concentration area selected, if admissions criteria are to follow national norms, then the program should require or take into consideration: GRE test scores, the undergraduate GPA, class standing, a baccalaureate degree and written recommendations.

7. The program should lead to the Ph.D. unless it is to be in one of the education related program/concentration areas in which the Ed.D. may be considered appropriate.

8. The program should include at least three fulltime doctoral level faculty whose workload would likely be distributed across all levels of instruction with 40% of the load committed to doctoral level instruction and supervision of research, 30% committed to instruction at the master's level and the residual 30% divided between undergraduate instruction, independent research, and all other faculty responsibilities. The course load should be restricted to five or six courses per year.

9. Student demand and the availability of financial aid are two important factors which may affect enrollment potential. Financial aid in the form of tuition waivers and teaching assistantships will likely be required to attract students to the program. Although insufficient information was received from which to determine precisely the percentage of the population which would need to be aided, the average award amounts appear to be equal to or in excess of tuition charges.

10. The fulltime course load for the student on assistantship should typically consist of 9.0 semester credit hours, and for students without assistantship 12.0 credit hours should constitute a fulltime credit hour load per semester.

11. The total credit hours required for the degree under the semester calendar averaged 60 beyond the master's degree or 90 beyond the bachelor's degree. It should be noted that the choice of calendar appeared significant as the comparable requirements under the quarter calendar were typically 87 credits beyond the master's or 132 credits beyond the baccalaureate. It was not clear from this survey, however, the extent to which programs awarded credit for the dissertation toward these total credit requirements.

Recommendations

The following recommendations are proposed based on the data presented in this survey.

1. Ithaca College must first determine its internal commitment to pursue program development at the doctoral level.

2. Assuming there is such commitment, then the college should consider offering a Ph.D. program in one or a combination of the following program/concentration areas: advertising, instructional systems and technologies, mass communications, and organizational communications. Secondary areas for consideration include: public communications, and radio/TV/film.

3. A review of local and regional journalism programs should be undertaken to determine whether additional competition may exist

in overlapping program areas such as advertising and to determine whether there is or is not a satisfactory supply of students interested in a doctoral level program in advertising.

4. Once the field of program possibilities has been narrowed to a select few, a review of the perceived qualities of competitive programs should be undertaken to identify strengths and weaknesses in the market that may be exploited in the program design, both as as rationale for the program's registration approval by the state and as means to identify marketable characteristics which will influence the prospective student to select Ithaca's program over the competition.

5. Standardization of program titles for the field of communications is an exercise beyond the scope of this project. However, it would appear to be a useful undertaking possibly for one of the professional organizations with interest in the generation and distribution of comparative program data. In the meantime data consumers must exercise necessary caution in interpreting comparative data.

Although the texts of the analysis and conclusions are based on the perspective of a single institution, Ithaca College, the data presented and the issues addressed are applicable to any institution with program development interests at the doctoral level in the field of communications.

It is hoped that program planners will find this study useful in reducing the risks associated with program development. Although

limited to some degree by the problems and politics surrounding the classification of programs in communications and by the vagaries of opinion research data, this study has sought to present for the first time consistent comparative data for this broad range of programs. The data show substantial variation across categories indicating that significant differences exist between program areas and that not all communications program categories are likely prospects for future development. Recognizing and evaluating these risks must now be left to the program planner and subsequent, more targeted, research efforts.

Appendix A

SURVEY INSTRUMENT

1985 SURVEY OF DOCTORAL PROGRAMS IN COMMUNICATIONS

The following questions pertain to all areas or concentrations within the field of Communications
EXCLUSIVE OF PROGRAMS SPECIFIC TO THE FIELDS OF: Drama and the Theatre Arts, Journalism, Speech Correction, Speech Disorders, and Special Education.

Please return the completed questionnaire in the envelope provided by JUNE 20,1985 to:

Larry W. Metzger
School of Communications
Ithaca College
Ithaca, NY 14850

PLEASE COMPLETE OR CORRECT THE FOLLOWING INFORMATION AS APPROPRIATE FOR ALL YOUR DOCTORAL PROGRAMS/CONCENTRATIONS. If you are not the appropriate person to respond to these questions, I would appreciate your forwarding this questionnaire to the chairperson/coordinator of your communications graduate program(s). As it is also important for me to know if your institution does not offer a doctoral program in an area of communications as defined for this survey, please check here (____) and return the entire form in the envelope provided. Thank you for your participation!

DIRECTORY

Name of Institution_____
City_____ State_____ ZIP_____
Name of Department or School_____
Name of Administrative head of program_____
Phone Number (_____)
College or Division the department/school/program is in_____
Academic Calendar: Semester___ Quarter___ Trimester___ 4-1-4___
Other___(Please define)_____

PROGRAM DATA

(Please use 1984-85 as the base year for reporting, for enrollment and faculty counts use opening Fall '84) Listed below is a wide range of program concentrations in the field of communications. Where available through published sources, basic directory information has been entered concerning doctoral programs for which you are listed as the primary contact person. Using the basic categories listed below, check all areas in which you offer doctoral programs. Then review, correct and complete the data for your programs. (Note: Categories may not reflect actual program titles but should approximate the description of a program's primary focus.)

(Check all that apply)				(Enter the appropriate data in each column)					
				No.	Doctoral Students		No. of	Total Course Credits Required Beyond	
Ph.D.	Ed.D.	Other Doct.	Program Area or Concentration	Full-time Faculty	No. in Residence	No. Other	Degrees Awarded	Bachelor's	Master's
___	___	___	Advertising	___	___	___	___	___	___
___	___	___	Cinema Criticism	___	___	___	___	___	___
___	___	___	Communications Research	___	___	___	___	___	___
___	___	___	Communications Theory	___	___	___	___	___	___
___	___	___	Communication in Instruction	___	___	___	___	___	___
___	___	___	Educational Communications & Technologies	___	___	___	___	___	___
___	___	___	Educational Training Administration	___	___	___	___	___	___
___	___	___	Human Resources Education/Management	___	___	___	___	___	___
___	___	___	Instructional Systems & Technologies	___	___	___	___	___	___
___	___	___	Intercultural Communications	___	___	___	___	___	___
___	___	___	Interpersonal Communications	___	___	___	___	___	___
___	___	___	Mass Communications	___	___	___	___	___	___
___	___	___	Mass Media	___	___	___	___	___	___
___	___	___	Media Administration	___	___	___	___	___	___
___	___	___	Organizational Behavior/Psychology	___	___	___	___	___	___
___	___	___	Organizational Communications	___	___	___	___	___	___
___	___	___	Public Address	___	___	___	___	___	___
___	___	___	Public Communications	___	___	___	___	___	___
___	___	___	Public Relations	___	___	___	___	___	___
___	___	___	Radio/TV/Film	___	___	___	___	___	___
___	___	___	Rhetorical Communication	___	___	___	___	___	___
___	___	___	Speech Communication Education	___	___	___	___	___	___
___	___	___	_____	___	___	___	___	___	___
___	___	___	_____	___	___	___	___	___	___
___	___	___	_____	___	___	___	___	___	___

ADMISSIONS (Fall 1984)

Criteria for admission (check all that apply):

GRE___ MAT___ GRE or MAT___ Grade Point Average___ Class Standing___ Related Experience___

Bachelor's Degree___ Master's Degree___ Degree must be field specific___

Statement of goals___ Recommendations___ Other (Specify)_____

Indicate below, for each of your program areas as previously identified, your observations regarding both the supply and academic background of the students entering each program. 1) Indicate the relative supply of qualified applicants for the program by checking the appropriate point on the five point Likert scale from "Extreme Surplus of Qualified Applicants" to "Extreme Shortage of Qualified Applicants" for admission. 2) Use the federal HEGIS undergraduate program taxonomy codes from the list below to indicate the four primary undergraduate academic disciplines from which your admitted students generally come. 3) In the parentheses next to each code entry give the approximate percentage distribution of applicants represented by that category.

(Federal HEGIS Undegraduate Program Taxonomy)

0100	Agriculture and Natural Resources	0900	Engineering	1700	Mathematics
0200	Architecture and Environmental Design	1000	Fine and Applied Arts	1800	Military Sciences
0300	Area Studies	1100	Foreign Languages	1900	Physical Sciences
0400	Biological Sciences	1200	Health Professions	2000	Psychology
0500	Business and Management	1300	Home Economics	2100	Public Affairs & Services
0600	Communications	1400	Law	2200	Social Sciences
0700	Computer and Information Sciences	1500	Letters	2300	Theology
0800	Education	1600	Library Sciences	4900	Interdisciplinary Studies

Extreme Surplus of Qualified Applicants ... Extreme Shortage of Qualified Applicants

(Check one for each of your programs) 5 4 3 2 1	Doctoral Program Area or Concentration	(Academic Background of Admitted Students) Program of Study Code (Dist.)	Program of Study Code (Dist.)	Program of Study Code (Dist.)	Program of Study Code (Dist.)
___ ___ ___ ___ ___	Advertising	_____(___%)	_____(___%)	_____(___%)	_____(___%)
___ ___ ___ ___ ___	Cinema Criticism	_____(___%)	_____(___%)	_____(___%)	_____(___%)
___ ___ ___ ___ ___	Communications Research	_____(___%)	_____(___%)	_____(___%)	_____(___%)
___ ___ ___ ___ ___	Communications Theory	_____(___%)	_____(___%)	_____(___%)	_____(___%)
___ ___ ___ ___ ___	Communication in Instruction	_____(___%)	_____(___%)	_____(___%)	_____(___%)
___ ___ ___ ___ ___	Educational Communications & Technologies	_____(___%)	_____(___%)	_____(___%)	_____(___%)
___ ___ ___ ___ ___	Educational Training Administration	_____(___%)	_____(___%)	_____(___%)	_____(___%)
___ ___ ___ ___ ___	Human Resources Education/Management	_____(___%)	_____(___%)	_____(___%)	_____(___%)
___ ___ ___ ___ ___	Instructional Systems & Technologies	_____(___%)	_____(___%)	_____(___%)	_____(___%)
___ ___ ___ ___ ___	Intercultural Communications	_____(___%)	_____(___%)	_____(___%)	_____(___%)
___ ___ ___ ___ ___	Interpersonal Communications	_____(___%)	_____(___%)	_____(___%)	_____(___%)
___ ___ ___ ___ ___	Mass Communications	_____(___%)	_____(___%)	_____(___%)	_____(___%)
___ ___ ___ ___ ___	Mass Media	_____(___%)	_____(___%)	_____(___%)	_____(___%)
___ ___ ___ ___ ___	Media Administration	_____(___%)	_____(___%)	_____(___%)	_____(___%)
___ ___ ___ ___ ___	Organizational Behavior/Psychology	_____(___%)	_____(___%)	_____(___%)	_____(___%)
___ ___ ___ ___ ___	Organizational Communications	_____(___%)	_____(___%)	_____(___%)	_____(___%)
___ ___ ___ ___ ___	Public Address	_____(___%)	_____(___%)	_____(___%)	_____(___%)
___ ___ ___ ___ ___	Public Communications	_____(___%)	_____(___%)	_____(___%)	_____(___%)
___ ___ ___ ___ ___	Public Relations	_____(___%)	_____(___%)	_____(___%)	_____(___%)
___ ___ ___ ___ ___	Radio/TV/Film	_____(___%)	_____(___%)	_____(___%)	_____(___%)
___ ___ ___ ___ ___	Rhetorical Communication	_____(___%)	_____(___%)	_____(___%)	_____(___%)
___ ___ ___ ___ ___	Speech Communication Education	_____(___%)	_____(___%)	_____(___%)	_____(___%)
___ ___ ___ ___ ___	_____	_____(___%)	_____(___%)	_____(___%)	_____(___%)
___ ___ ___ ___ ___	_____	_____(___%)	_____(___%)	_____(___%)	_____(___%)
___ ___ ___ ___ ___	_____	_____(___%)	_____(___%)	_____(___%)	_____(___%)

1985 SURVEY OF DOCTORAL PROGRAMS IN COMMUNICATIONS

DOCTORAL FACULTY ACTIVE IN FALL 1984

No. of Faculty: Full-time _____
Part-time _____

Typical percentage distribution of workload for full-time doctoral faculty teaching in the program:

Doctoral level instruction	_____%
Master's level instruction	_____%
Undergraduate instruction	_____%
Doctoral research supervision	_____%
Master's research supervision	_____%
Independent research	_____%
All other responsibilities	_____%
Total responsibilities =	100.0 %

Please describe the average annual course load of your full-time doctoral faculty:_____

_____

_____

_____

_____

TUITION CHARGES AND FINANCIAL AID FOR 1984-85

Tuition charge for a single credit $_____

Typical full-time student credit-hour load per semester:
With Assistantship_____ Without Assistantship_____

Tuition and fee charges for a SINGLE term (full-time):

	Resident	Non-resident
Regular Term	$_____	$_____
Summer Term	$_____	$_____

Institutional Financial Aid available: YES____ NO____;
Tuition and/or fees waived for assistants/fellows:
YES____; NO___; Out-of-State only___; Varies___

Number of Financial Aid appointments made for 1984-85 _____

Range of financial aid value for academic year:
From $_____ to $_____;
Typical or average award value $_____

Types of Institutional Aid available (check all that apply):

Teaching Assistantships____	Fellowships____
Research Assistantships____	Tuition remission____
Other Assistantships____	Work-Study____
(describe)_____	Internships____
_____	Other (describe)_____
_____	_____

PROGRAM REQUIREMENTS

Briefly describe the basic criteria for continued enrollment_____

_____

_____

_____

Average number of consecutive years of study to complete:

	Course Work	All degree requirements
Beyond Bachelor's	_____	_____
Beyond Master's	_____	_____

Program Completion Requirements (check all that apply): Dissertation___ Residency___ Comprehensive Examinations___
Internship___ Field Experience___ Minimum Semester/Quarter Hours___(specify_____)
Other (specify)_____

Briefly describe the characteristic strengths of your programs_____

_____

_____

_____

_____

Briefly describe the areas which need improvement/revision_____

_____

_____

_____

_____

What major changes are likely to occur in your program offerings over the next three years?(e.g. new programs added; new focus for concentrations; changes in degree requirements; program terminations, reductions or expansions; etc.)_____

_____

_____

_____

_____

GRADUATE PLACEMENT AND THE JOB MARKET

1) To the left of each of your doctoral program areas or concentrations listed below indicate your perception of the relative availability of jobs in that field for your 1984-85 graduates. Simply check one of the points on the Likert scale between five which indicates an "Extremely High" number of desirable job opportunities for this year's graduates and one which indicates an "Extremely Low" number of positions available. 2) To the right of each program area, please give your best estimate of the percentage of this year's graduates who will find employment or receive a postdoctorate appointment in the field within one year of graduation. 3) Please give your best estimate of the distribution of these jobs/appointments by type or occupational category of the employer. (Note: "Academe" includes both postdoctoral appointments and postsecondary instructional/research appointments; "Gov't" includes local, state, federal & military.)

Extremely High number of jobs available in the field

Extremely Low number of jobs available in the field

(Check one for each of your programs) 5 4 3 2 1	Doctoral Program Area or Concentration	% of graduates receiving job/appt in field	Distribution of Postdoctoral Jobs/Appointments by Occupational Category of Employer: % in Academe	% in Education Other	% in Gov't	% in Business/ Industry	% in Non-profit and Public Service
___ ___ ___ ___ ___	Advertising	____%	____%	____%	____%	____%	____%
___ ___ ___ ___ ___	Cinema Criticism	____%	____%	____%	____%	____%	____%
___ ___ ___ ___ ___	Communications Research	____%	____%	____%	____%	____%	____%
___ ___ ___ ___ ___	Communications Theory	____%	____%	____%	____%	____%	____%
___ ___ ___ ___ ___	Communication in Instruction	____%	____%	____%	____%	____%	____%
___ ___ ___ ___ ___	Educational Communications & Technologies	____%	____%	____%	____%	____%	____%
___ ___ ___ ___ ___	Educational Training Administration	____%	____%	____%	____%	____%	____%
___ ___ ___ ___ ___	Human Resources Education/Management	____%	____%	____%	____%	____%	____%
___ ___ ___ ___ ___	Instructional Systems & Technologies	____%	____%	____%	____%	____%	____%
___ ___ ___ ___ ___	Intercultural Communications	____%	____%	____%	____%	____%	____%
___ ___ ___ ___ ___	Interpersonal Communications	____%	____%	____%	____%	____%	____%
___ ___ ___ ___ ___	Mass Communications	____%	____%	____%	____%	____%	____%
___ ___ ___ ___ ___	Mass Media	____%	____%	____%	____%	____%	____%
___ ___ ___ ___ ___	Media Administration	____%	____%	____%	____%	____%	____%
___ ___ ___ ___ ___	Organizational Behavior/Psychology	____%	____%	____%	____%	____%	____%
___ ___ ___ ___ ___	Organizational Communications	____%	____%	____%	____%	____%	____%
___ ___ ___ ___ ___	Public Address	____%	____%	____%	____%	____%	____%
___ ___ ___ ___ ___	Public Communications	____%	____%	____%	____%	____%	____%
___ ___ ___ ___ ___	Public Relations	____%	____%	____%	____%	____%	____%
___ ___ ___ ___ ___	Radio/TV/Film	____%	____%	____%	____%	____%	____%
___ ___ ___ ___ ___	Rhetorical Communication	____%	____%	____%	____%	____%	____%
___ ___ ___ ___ ___	Speech Communication Education	____%	____%	____%	____%	____%	____%
___ ___ ___ ___ ___	_____	____%	____%	____%	____%	____%	____%
___ ___ ___ ___ ___	_____	____%	____%	____%	____%	____%	____%
___ ___ ___ ___ ___	_____	____%	____%	____%	____%	____%	____%

In your opinion, which of the above program areas are likely to experience the greatest increase in demand in the job market for doctoral level graduates over the next five years?_____

_____

_____

Which are likely to suffer significant decline in demand?_____

_____

_____

Would you like to be sent a summary of the results of this survey? YES___ NO___

********** I WOULD APPRECIATE RECEIVING COPIES OF YOUR ADMISSIONS PROSPECTUS AND GRADUATE CATALOGUE. **********

****** Thank you for your participation! ******

Appendix B

SAMPLE SURVEY COVER LETTER

Ithaca College
Ithaca, New York 14850
607-274-3242 100

School of
Communications

May 28, 1985

<t>
x
x
x
x

Dear <s>:

The lack of current research in support of program development is a persistent problem for educational planners including those in the field of Communications.

As a professional in institutional research at Ithaca College I am interested in both the present scope and future direction of doctoral programs in Communications. Enclosed is a national survey with two objectives: 1) to collect, compare, and contrast data on doctoral programs; and 2) based on the knowledgable opinions of program administrators like yourself, to determine the future directions of the programs.

This is a comprehensive national study of doctoral programs in Communications and every reponse is important to the outcome. In addition to providing your opinion and response to several open ended questions please review the information taken from directories published by professional organizations in the field. Make appropriate revisions and corrections, and complete items for which information is missing. Additionally, it would be helpful if you would send me, under separate cover, copies of your admissions prospectus and program catalogue.

The survey is designed to take a minimum amount of time, but please feel free to make appropriate references to your program publications if so doing will expedite your response. I would appreciate return of all materials by **June 20, 1985.** A self-addressed stamped envelope is provided for your convenience.

As a respondent you may request a summary of the survey results by so indicating on the last page of the questionnaire. If you have any questions please feel free to call me at (607) 274-3164.

I thankyou in advance for your participation.

Sincerely,

Larry W. Metzger

Enclosures

<n>

Ithaca College
Ithaca, New York 14850
607-274-3242

School of
Communications

June 28, 1985

<a>
x
x
x
x

Dear colleague,

The attached survey was sent to <t> at the end of May. <s> is listed in a professional directory as the head or principal contact for your graduate program(s) in Communications. The survey may have reached you at a busy time or your program leadership may have changed and the survey was not forwarded. Whatever the case I would very much appreciate your participation in this research effort. Please respond even if this survey does not apply to your programs by so indicating at the top of the first page.

This is a comprehensive national study of doctoral programs in Communications with two objectives: 1) to collect, compare, and contrast data on doctoral programs; and 2) based on the knowledgable opinions of program administrators like yourself, to determine the future directions of these programs. The results of this study will be made available to participants.

I am asking that you take a little time to complete the attached questionnaire reporting information for each communication program area which is under your administration. Some data gleaned from professional directories has already been entered, but please review this to be sure that it is accurate. Please make appropriate revisions and corrections where necessary.

As a professional in institutional research I am aware that you probably receive a steady stream of requests for data and of the time that is required to respond. The survey is designed to take a minimum amount of time, but please feel free to make reference to your program publications if so doing will expedite your response. I would appreciate return of the questionnaire by **July 20, 1985.** A self-addressed stamped envelope is provided for your convenience. Additionally, it would be helpful if you would send me, under separate cover, copies of your admissions prospectus and program catalogue.

As a respondent you may request a summary of the survey results by so indicating on the last page of the questionnaire. If you have any questions please feel free to call me at (607) 274-3164.

I thankyou in advance for your participation.

Sincerely,

Larry W. Metzger

Enclosures

<n>

Ithaca College
Ithaca, New York 14850
607-274-3242

School of
Communications

August 5, 1985

<a>
x
x
x
x

Dear colleague,

The attached survey was sent to <t> at the end of May. <g> is listed in a professional directory as the head or principal contact for your graduate program(s) in Communications. A followup was mailed care of the current graduate program chairperson/coordinator the end of June. In many cases this may have meant that the survey arrived and the due date passed while you were traveling or on vacation. Whatever the case, I am still very much interested in receiving your response. **Please respond even if this survey does not apply to your programs by simply so indicating at the top of the first page.**

Just in case you did not receive the earlier mailings let me reinterate the intent of this research. This is a national study of doctoral programs in a variety of communication related areas. The survey has two main objectives: 1) to collect, compare, and contrast data on these doctoral programs; and 2) based on the knowledgable opinions of program administrators like yourself, to determine the future directions of these programs.

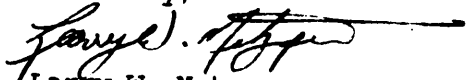
I am asking that you take a little time to give me your opinion regarding the program markets and to report information for each communication program area which is under your administration. Data gleaned from professional directories has already been entered. Please review this to be sure that it is accurate making appropriate revisions and corrections where necessary.

As a professional in institutional research I am aware that you probably receive a steady stream of requests for data and of the time that is required to respond. The survey is designed to take a minimum amount of time, but please feel free to make reference to your program publications if so doing will expedite your response. I would appreciate return of the questionnaire by **September 10, 1985.** A self-addressed stamped envelope is provided for your convenience. Additionally, it would be helpful if you would send me, under separate cover, copies of your admissions prospectus and program catalogue.

As a respondent you may request a summary of the survey results by so indicating on the last page of the questionnaire. If you have any questions please feel free to call me at (607) 274-3164.

I thankyou in advance for your participation.

Sincerely,



Larry W. Metzger

Enclosures

<n>

Appendix C

SURVEY POPULATION

The following is a complete listing of the 57 institutions, 88 academic divisions or departments, and 367 program or concentration offerings in 35 separate program/concentration areas which constitute the survey population analyzed in this study. Program/concentration listings represent categories and not necessarily official program titles. (Note: an asterisk "*" before a division/department title indicates a nonrespondent to survey items. Data for programs in this unit were included as available from professional journals, graduate program guides, and institution/department course catalogs.)

Institution College or Division /School or Department	Program/Concentration Area
Arizona State University	
Education	Ed. Comm. & Technologies
Boston University	
Education	
/Ed. Media & Instructional Technologies	Ed. Comm. & Technologies
Bowling Green State University	
*Arts & Sciences	
/Speech Comm.	Communication Theory
	Interpersonal Communication
	Organizational Communication
	Public Address
	Radio-TV-Film
	Rhetorical Communication
	Speech Communication Education
Brigham Young University	
Education	
/Curriculum and Instruction	Instructional Systems Tech.
*/Educational Administration	Ed. Training Administration

Institution College or Division /School or Department	Program/Concentration Area
Catholic University of America	
Education	Ed. Comm. & Technologies
Columbia University	
Teachers College	
/Comm., Computing & Technology in Education	Ed. Comm. & Technologies Instructional Systems Tech.
East Texas State University	
Ed. Media and Instructional Tech.	Ed. Comm. & Technologies
Florida State University	
Communication	Communication Theory Intercultural Communication Interpersonal Communication Mass Communication Organizational Communication Public Address Radio-TV-Film
Education	
/Instructional Sys. Program	Instructional Systems Tech.
Howard University	
Graduate School of Arts & Sciences	
/Comm. Arts & Sciences	Communication Theory Mass Communication Organizational Communication Linguistics
Indiana University	
Arts & Sciences	
/Speech Communication	Communication Theory Intercultural Communication Interpersonal Communication Organizational Communication Public Address Rhetorical Communication
/Telecommunications	Mass Communication
Education	Instructional Systems Tech.
Kent State University	
*Educational Communications	Ed. Training Administration
Fine & Professional Arts	
/Speech Communication	Communication Theory Interpersonal Communication Organizational Communication Public Address

Institution College or Division /School or Department	Program/Concentration Area
(Kent State Univ. continued)	
Rhetorical Communication	
	Speech Communication Education
	Telecommunications
Louisiana State University	
*Arts & Sciences	
/Speech Comm., Theatre, and Communication Disorders	Communication Theory
	Interpersonal Communication
	Public Address
	Rhetorical Communication
Michigan State University	
*Advertising	Advertising
Communication Arts & Sciences	
/Communication	Communication Theory
	Intercultural Communication
	Interpersonal Communication
	Mass Communication
	Mass Media
	Organizational Communication
/Mass Media	Mass Media
*Education	
/Instructional Design Tech.	Instructional Systems Tech.
New York University (N.Y.U.)	
Arts & Sciences	
/Cinema Studies	Cinema Criticism
	Film Studies-History & Theory
*Education, Health, Nursing & Arts	
/Communication Arts & Sci.	Communication Theory
	Rhetorical Communication
Northern Illinois University	
Education	
/Leadership & Education Policy Studies	Instructional Systems Tech.
Northwestern University	
*Speech	Communication Theory
	Interpersonal Communication
	Public Address
	Radio-TV-Film
	Rhetorical Communication

Institution College or Division /School or Department	Program/Concentration Area
Ohio State University	
*Social & Behavioral Sciences	
/Communication	Communication Theory
	Intercultural Communication
	Interpersonal Communication
	Organizational Communication
	Public Address
	Rhetorical Communication
Ohio University	
Communications	
/Interpersonal Communication	Communication Theory
	Intercultural Communication
	Interpersonal Communication
	Organizational Communication
	Public Address
	Rhetorical Communication
	Speech Communication Education
	Information Systems
/Telecommunications	Mass Communication
	Telecommunications
Oklahoma State University	
Arts & Sciences	
/Speech Communication	Interpersonal Communication
	Organizational Communication
Education	
/Educational Media & Instructional Tech.	Ed. Comm. & Technologies
	Human Resources Education/Mgmt
	Organizational Behavior/Psych.
/Occupational & Adult Ed.	Human Resources Education/Mgmt
Pennsylvania State University	
Liberal Arts	
/Speech Communication	Intercultural Communication
	Interpersonal Communication
	Organizational Communication
	Radio-TV-Film
	Rhetorical Communication
	Speech Communication Education
	Speech Science
Purdue University	
Humanities, Social Sci. & Education	
/Communication	Communication Theory
	Interpersonal Communication

Institution / College or Division / School or Department	Program/Concentration Area
(Purdue Univ. continued)	
	Mass Communication
	Organizational Communication
	Public Address
	Public Relations
	Rhetorical Communication
/Education	Instructional Systems Tech.
Rennselear Polytechnic Institute (R.P.I.)	
Humanities & Social Sciences	
/Language, Literature & Communication	Communication Research
	Communication Theory
	Rhetorical Communication
	Technical Communication
Southern Illinois University	
Communication & Fine Arts	
/Speech Communication	Communication Theory
	Intercultural Communication
	Interpersonal Communication
	Organizational Communication
	Public Address
	Rhetorical Communication
	Speech Communication Education
	Oral Interpretation
	Philosophy of Communication
Stanford University	
Humanities and Sciences	
/Communications	Communication Theory
State University of New York (SUNY) at Buffalo	
Social Sciences	
/Communication	Communication Research
	Communication Theory
	Intercultural Communication
	Interpersonal Communication
	Mass Communication
	Organizational Communication
	Rhetorical Communication
Syracuse University	
Education	
/Ed. Media & Instructional Technology	Ed. Comm. & Technologies
/Instructional Design, Development & Evaluation	Communication in Instruction

Institution College or Division /School or Department	Program/Concentration Area
(Syracuse Univ. continued)	
	Ed. Comm. & Technologies
	Human Resources Education/Mgmt
	Instructional Systems Tech.
*Public Communication	Ed. Comm. & Technologies
	Mass Communication
	Media Administration
	Public Relations
Temple University	
Communications & Theatre	
/Speech	Communication Research
	Communication Theory
	Intercultural Communication
	Mass Communication
	Mass Media
	Radio-TV-Film
Education	
/Ed. Media & Instructional Technologies	Ed. Comm. & Technologies
*/Psycho-Educational Processes	Organizational Communication
University of Alabama	
Education	Ed. Training Administration
University of Arizona	
Social & Behavioral Sciences	
/Communication	Communication Research
	Communication Theory
	Interpersonal Communication
	Mass Communication
	Organizational Communication
	Public Address
	Rhetorical Communication
	Oral Interpretation
University of California at Berkeley	
Letters & Science	
/Rhetoric	Cinema Criticism
	Communication Theory
	Rhetorical Communication
University of Colorado at Boulder	
Educational Comm. & Tech.	Ed. Comm. & Technologies

Institution College or Division /School or Department	Program/Concentration Area
University of Denver	
Arts & Sciences	
/Speech Communication	Communication Research
	Communication Theory
	Human Resources Education/Mgmt
	Interpersonal Communication
	Organizational Behavior/Psych.
	Organizational Communication
	Public Address
	Rhetorical Communication
University of Florida	
*Liberal Arts & Sciences	
/Speech	Communication Theory
	Intercultural Communication
	Interpersonal Communication
	Organizational Communication
	Public Address
	Rhetorical Communication
	Speech Communication Education
University of Georgia	
Arts & Sciences	
/Drama	Cinema Criticism
	Radio-TV-Film
University of Illinois at Champagne-Urbana	
Communications	Advertising
	Communication Research
	Mass Communication
	Mass Media
	Radio-TV-Film
Education	Human Resources Education/Mgmt
Liberal Arts & Sciences	
/Speech Communication	Communication Research
	Communication Theory
	Interpersonal Communication
	Organizational Communication
	Public Address
	Rhetorical Communication
University of Iowa	
Education	
/Instructional Design and Technology	Instructional System Tech.
Liberal Arts	
/Communication Studies	Cinema Criticism
	Communication Research

Institution College or Division /School or Department	Program/Concentration Area
(Univ. of Iowa continued)	
	Communication Theory
	Interpersonal Communication
	Mass Communication
	Organizational Communication
	Public Address
	Radio-TV-Film
	Rhetorical Communication
	Speech Communication Education
	Film Studies-History & Theory
	Broadcasting Studies
University of Kansas Liberal Arts & Sciences /Communication & Theatre	Cinema Criticism
	Communication Research
	Communication Theory
	Communication in Instruction
	Human Resources Education/Mgmt
	Intercultural Communication
	Interpersonal Communication
	Mass Media
	Organizational Communication
	Public Address
	Public Communication
	Radio-TV-Film
	Rhetorical Communication
University of Kentucky Communications	Communication Theory
	Intercultural Communication
	Interpersonal Communication
	Mass Communication
	Organizational Communication
	Telecommunications
University of Maryland Arts & Humanities /Communication Arts & Theatre	Cinema Criticism
	Communication Research
	Communication Theory
	Organizational Communication
	Public Address
	Public Communication
	Public Relations
	Radio-TV-Film
	Rhetorical Communication

Institution / College or Division / School or Department	Program/Concentration Area
(Univ. of Maryland continued)	
Education	
/Educational Communications	Ed. Comm. & Technologies
*/Curriculum & Instruction	Communication in Instruction
University of Massachusetts at Amherst	
Social & Behavioral Sciences	
/Communication	Interpersonal Communication
	Mass Communication
	Rhetorical Communication
University of Michigan	
Literature, Science & Arts	
/Communication	Communication Research
	Communication Theory
	Intercultural Communication
	Interpersonal Communication
	Mass Communication
University of Minnesota-Twin Cities	
Curriculum & Instructional Systems	Instructional Systems Tech.
*Education	Communication in Instruction
	Ed. Comm. & Technologies
	Human Resources Education/Mgmt
Liberal Arts	
/Speech Communication	Communication Theory
	Intercultural Communication
	Interpersonal Communication
	Organizational Communication
	Public Address
	Radio-TV-Film
	Rhetorical Communication
/Journalism & Mass Communication	Mass Communication
University of Missouri-Columbia	
Arts & Science	
/Speech & Dramatic Art	Communication Research
	Communication Theory
	Interpersonal Communication
	Organizational Communication
	Public Address
	Radio-TV-Film
	Rhetorical Communication
University of Nebraska-Lincoln	
Art & Sciences	
/Speech Communication	Interpersonal Communication

Institution College or Division /School or Department	Program/Concentration Area
(Univ. of Nebraska-Lincoln continued)	
	Organizational Communication
	Public Address
	Rhetorical Communication
	Speech Communication Education
University of Oklahoma	
Arts & Sciences	
/Communication	Communication Theory
	Communication in Instruction
	Intercultural Communication
	Interpersonal Communication
	Mass Communication
	Organizational Communication
	Public Communication
	Rhetorical Communication
	Speech Communication Education
	Political Communication
Educational Comm. & Tech.	Ed. Comm. & Technologies
University of Oregon	
Arts & Sciences	
/Speech	Cinema Criticism
	Communication Theory
	Interpersonal Communication
	Mass Communication
	Organizational Communication
	Public Address
	Radio-TV-Film
	Rhetorical Communication
	Speech Communication Education
University of Pennsylvania	
Annenberg School of	
Communications	Communication Research
	Communication Theory
	Interpersonal Communication
	Mass Communication
	Mass Media
University of Pittsburgh	
Communication	Communication Theory
	Intercultural Communication
	Interpersonal Communication
	Organizational Communication
	Public Address
	Rhetorical Communication
	Small Group Communication

Institution College or Division /School or Department	Program/Concentration Area
(Univ. of Pittsburgh continued)	
Education	
/Ed. Comm. & Technology	Communication Theory Communication in Instruction Ed. Comm. & Technologies Ed. Training Administration Instructional Systems Tech.
University of Southern California	
Education	
/Educational Psychology & Technology	Instructional Systems Tech.
*Letters, Arts & Sciences	
/Comm. Arts & Sciences	Communication Theory Interpersonal Communication Organizational Communication Public Address Rhetorical Communication
University of Southern Mississippi	
*Liberal Arts	
/Communication	Communication Research Interpersonal Communication Organizational Communication Public Address Public Relations Radio-TV-Film Rhetorical Communication
University of Tennessee at Knoxville	
Communications	Advertising Communication Research Communication Theory Mass Media Radio-TV-Film Speech Communication Ed.
University of Texas at Austin	
Communication	
/Advertising /Radio-TV-Film	Advertising Cinema Criticism Communication Research Communication Theory Intercultural Communication Mass Communication Mass Media Radio-TV-Film New Technologies

Institution College or Division /School or Department	Program/Concentration Area
(Univ. of Texas at Austin continued) /Speech Communication	Communication Theory Communication in Instruction Intercultural Communication Interpersonal Communication Organization Communication Public Address Rhetorical Communication Speech Communication Education Oral Interpretation
University of Toledo Education /Educational Technology	Ed. Media & Inst'l Technologies Ed. Comm. & Technologies Human Resources Education/Mgmt Instructional Systems Tech.
University of Utah Humanities /Communication	Communication Theory Interpersonal Communication Organizational Communication Public Address Radio-TV-Film Rhetorical Communication Speech Communication Education
University of Washington Arts & Sciences /Speech Communication	Communication Research Communication Theory Communication in Instruction Intercultural Communication Interpersonal Communication Organizational Communication Public Address Rhetorical Communication Speech Communication Education
University of Wisconsin at Madison *Letters & Sciences /Communication Arts	Communication Theory Interpersonal Communication Public Address Radio-TV-Film Rhetorical Communication

Institution College or Division /School or Department	Program/Concentration Area
Wayne State University Liberal Arts /Speech, Communication, Theatre & Journalism	Communication Theory Intercultural Communication Interpersonal Communication Mass Communication Organizational Communication Public Address Radio-TV-Film Rhetorical Communication Speech Communication Education Oral Interpretation
West Virginia University Arts & Sciences /Speech Communication	Communication in Instruction

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